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ABSTRACT

The catalogue presents information on resources related to the systematic delivery of comprehensive service to children with special needs as mandated by P.L. 94-142, the Education for All Handicapped Children Act. Four aspects of service delivery are focused upon: interagency collaboration, personnel development, program evaluation, and compliance monitoring. The first section lists the descriptors (subject matter, target audiences, and physical format) assigned to materials in the catalogue. The next four sections present document summaries of resources with information on author, title, publisher, publication date, funding institution, availability, language, physical format, pagination, cost, target audience, subject descriptors, and a brief overview. Materials are indexed by title and by subject descriptor. (CL)

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ED235647

RESOURCE CATALOGUE

comprehensive services for handicapped children

interagency collaboration • personnel development
program evaluation and monitoring • policy development and administration

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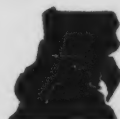
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New England Regional Resource Center



Mid Atlantic Regional Resource Center

RESOURCE CATALOGUE

COMPREHENSIVE SERVICES
FOR HANDICAPPED CHILDREN

Interagency Collaboration
Personnel Development
Program Evaluation and Monitoring
Policy Development and Administration

Prepared by:

Mid-Atlantic Regional Resource Center
New England Regional Resource Center
1982

This Resource Catalogue has been developed through the collaborative efforts of the Mid-Atlantic Regional Resource Center (MARRC), located at George Washington University in Washington, D.C., and the New England Regional Resource Center (NERRC), located at both Trinity College in Burlington, Vermont, and at The NETWORK, Inc., in Andover, Massachusetts. The Regional Resource Centers are supported by federal funds (Education of the Handicapped Act, P.L. 91-230, Title VI, Part C, as amended) under Contract Numbers 300800718 and 300800721, respectively. The opinions expressed herein do not necessarily reflect the views or policies of the U.S. Department of Education.

PREFACE TO THE THIRD EDITION

This is the third and final version of the Resource Catalogue. The contents of all previous catalogues have been updated and entered in this edition, including a new thesaurus of subject descriptors and revised alphabetical and topical indices. We believe the revisions will facilitate the user's identification of specific information resources.

It is anticipated that this document will be available through such information clearinghouses as the ERIC system and Project Share (Clearinghouse on the Management of Human Resources; Rockville, MD)

Mid-Atlantic Regional Resource Center
New England Regional Resource Center

April 1982

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INTRODUCTION

Full implementation of Public Law 94-142 -- the Education for All Handicapped Children Act of 1975 -- has been obstructed by lack of access to relevant and timely information. The U.S. Department of Education, through the Office of Special Education, has funded each of the twelve Regional Resource Centers (RRCs) to develop and disseminate informational resources addressing specified provisions of the law. Materials catalogues, together with consultant files and effective practice banks, support the RRCs' delivery of program assistance to state education agency personnel, and through them, to special education constituencies at the state and local levels.

This document is one of six catalogues produced by the RRC program. It contains abstracts of materials focused on the topical area assigned to the Mid-Atlantic and New England Regional Resource Centers (MARRC and NERRC) -- "Responsibilities for and Coordination of Comprehensive Services for Handicapped Children". Other catalogues in the series address the following areas:

- o Child Identification and Educational Evaluation;
- o Individual Educational Programs;
- o Placement in the Least Restrictive Environment;
- o Procedural Safeguards for Handicapped Children and Their Parents;
- o Educational Programs and Services for Special Populations.

Resources included in this catalogue are focused on the systematic delivery of comprehensive services to children with special needs, specifically through interagency collaboration, personnel development, program evaluation, and compliance monitoring. While it is understood that a wide range of populations are affected by these services, the primary target audiences for the information presented here are policy formulators, administrators, supervisors, and program implementors.

In developing a conceptual framework to guide the development of the catalogue, both MARRC and NERRC conducted regional needs assessments in 1980. Interviews were conducted with special education practitioners, consumer advocates, federal, state, and local officials, and staff from related projects. The results of these and similar needs assessments conducted by other RRCs were analyzed to determine critical information needs.

The materials presented here are responsive to the critical issues which have been identified through field research. A summary of these issues, which fall into three categories, is provided on the following page. Additionally, resources related to planning and management functions within these areas are included within a fourth category, titled, "Policy Development and Administration".

Procedures

Each page of the catalogue is assigned a Roman numeral to reflect its topical section, and an Arabic number to indicate its sequential place within the section (e.g. a notation "V-2" indicates the second page of the fifth section).

The thesaurus (Section I) presents a listing of descriptors (subject matter, target audiences, and physical format) that have been assigned to materials in the catalogue. The descriptors are defined and grouped by topic area.

Sections II-V contain document summaries of resources in each of the four central topic areas. Data elements include:

- o title
- o author or editor
- o publisher
- o publication date
- o RRC involvement
- o funding institution
- o availability
- o language
- o physical format
- o number of pages
- o cost
- o target audience
- o subject descriptors
- o overview

Catalogue abstracts are presented through a combination of indicative and informative styles, reflecting the format established by the Educational Resources Information Center (ERIC). Materials regarding practices known not to be in compliance with P.L. 94-142 have not been included.

Overviews prepared by other sources (e.g., ERIC, Project Share, IFG) have been incorporated into the document summaries when they reflect aspects of the materials particularly relevant to this sphere. All documents have been thoroughly reviewed by MARRC and NERRC staff.

Section VI contains two indices of materials contained in the catalogue. The first is an alphabetical listing of titles. The second categorizes materials by topical area.

Critical Topics: Identification of Issues

I. Interagency Collaboration

A. Clarification of provider responsibilities, including:

- programmatic
- fiscal
- managerial (accountability)
- training

B. Development, implementation, and maintenance of interagency agreements specific to:

- vocational education services
- early education services
- services for severely emotionally disturbed
- services for adjudicated youth
- deinstitutionalization

II. Personnel Development Systems

A. Development of alternative strategies at the state, I.H.E., and local levels, for personnel recruitment and retention -- especially in rural areas.

B. Development of personnel development plans and procedures at the state level, addressing:

- standards of quality and certification
- technical assistance to LEAs
- dissemination of effective practices
- interagency joint training efforts

C. Development of inservice education plans and procedures at the local level, addressing needs assessment, quality program delivery, and evaluation.

D. Development of systematic training programs for regular and special educators and parents, featuring broad-based participatory planning and long-term support.

III. Program Evaluation and Compliance Monitoring Procedures

A. Development of SEA and LEA procedures for evaluating quality of programs.

B. Development of information management systems at the LEA level to facilitate preparation for monitoring.

C. Development of SEA procedures for conducting LEA compliance monitoring.

D. Development of technical assistance systems to follow-up monitoring and evaluation.

SECTION I

THESAURUS

- A. Subject Descriptors
- B. Physical Format Descriptors
- C. Target Audience Descriptors

THESAURUS

This section contains three categories (subject, target audience and physical format) of descriptors assigned to document summaries in the four major topic areas. In some instances, additional information is provided to clarify terms.

SUBJECT DESCRIPTORS

Achievement Tests

Adjudicated Handicapped Youth -- Any handicapped youth who has been affected by a court decision.

Agency Role

Attitude Measures

Case Management -- Tracking multiple services to a single client.

Certification -- (Includes related service personnel)

Collaborative Training -- The cooperative efforts of local, state institutes of higher education, professional organizations and/or agencies to provide training programs.

Communication

Community Involvement

Cooperative Planning

Competency Based Teacher Education

Comprehensive Services

Conflict Management

Consultant Programs

Data Collection -- (May include use of forms or procedures for data accumulation, analysis, evaluation or application.)

Deinstitutionalization

Developmental Disabilities

Dispute Settlement

Dissemination/Replication

Early Childhood Programs

Emotionally Disturbed

Evaluation Criteria

Evaluation Methods

Evaluation Objectives

Federal Legislation -- (Includes public law and regulations.)

Federal Programs

Fiscal Accountability

Funding

Group Dynamics

Higher Education

Information Systems

Inservice Training -- Staff development strategies, procedures or activities at all levels.

Interagency Agreements -- Formal or informal arrangements between agencies.

Interagency Coordination of Services

Interagency Personnel Training

Interdisciplinary Team

Learning Disabilities

Least Restrictive Environment

Local Agency Procedures

Management Systems

Management Training Techniques

Models

Monitoring -- Procedures by which programs or processes are measured to determine compliance with a standard agreement, legislation, etc.

Multidisciplinary Team Training -- Teams of regular and special educators, including administrators, teachers, specialists and ancillary support staff. May include consultant, parent or students.

Needs Assessment

Organizational Change -- Refers to internal changes, e.g., institutional or curriculum or external change, e.g., collaborative arrangement.

Orthopedically Handicapped

Paraprofessional Training

Parent Involvement -- Informal arrangements by which parents actively support programs.

Parent Training

Personnel Development

Preservice Training

Private Schools -- Schools supported primarily by non-public funds.

Policy Development -- The act of establishing principles to serve as guidelines for decision making and action.

Program Accountability

Program Administration

Program Development

Program Evaluation

Protection of Rights

Regional Educational Agencies

Related Services

Resource Centers

Rural Education

Rural/Urban Schools

Sanctions -- Mechanisms to reinforce compliance or non-compliance.

Severely and Profoundly Handicapped

Shared Services -- Refers to personnel, facilities, equipment and other services shared among persons and/or organizations. May also include information sharing, joint financing or programming.

State Agency Procedures

State Department of Education

Statewide Planning

Statistics

Teacher Centers

Teacher Certification

Teacher Recruitment

Teacher Retention

Team Composition

Technical Assistance

Training Delivery Systems

Training Evaluation

Training Needs Assessment

Training of Trainers -- Pertains to trainees who then act as trainers and disseminators.

Training Resources

Training Techniques -- Specific methods including training presentation types and formats, e.g., demonstration-internship, simulation workshop.

Urban Education

Vocational Education

Vocational Services

Vocational Teacher Training

Workshop Management -- Planning, conducting and evaluating workshops.

TARGET AUDIENCE DESCRIPTORS

Advocates
Administrators
Parents
Policy Formulators
Program Implementors
Supervisors

PHYSICAL FORMAT DESCRIPTORS

Audiovisual Aids
Bibliography
Book
Catalogue
Conference Paper
Conference Proceedings
Conference Report
Dictionary
Directory
Evaluative Report
Guide
Handbook
Journal/Journal Article
Manual
Mini Review
Monograph
Newsletter
Pamphlet
Periodical
Position Paper
Reference Material
Report
Research Report
Resource Material
Textbook
Training Kit
Workbook

SECTION II
INTERAGENCY COLLABORATION ABSTRACTS

TITLE: Study of Interagency Collaborative Agreements to Discover Training Needs for Special Education Administrators: Final Report -- Year 1, A

AUTHOR: McLaughlin, John A.; Christensen, Margaret (compilers)

PUBLISHER: Virginia Polytechnic Institute and State University
Blacksburg, VA 24061

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: October 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Dr. John A. McLaughlin, Project Director
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061

LANGUAGE: English

PAGES: 445 COST: Unknown

PHYSICAL FORMAT: Research Report, Resource Material

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Training Needs Assessment, Cooperative
Planning, Program Evaluation,
Interagency Agreements

OVERVIEW: The final report for this Personnel Preparation Special Project on Interagency Agreements is composed of three sections: a description of project activities and outcomes related to a Workshop on Collaborative Interagency Agreements (December 3-7, 1979) at Virginia Tech; a review of five case studies (Frederick County Maryland: Rock Creek Diagnostic Center, and the Frederick County Health Department, the Special Education District of Lake County, Illinois [SEDOL]: rehabilitation and special education; Mesa County School District #51: Interagency Council for the Handicapped and the establishment of a Community Training Center; Project CARE in Portland, Oregon: Juvenile Court [Children's Services Division], Public Health Services, Mental Health Services, and Youth Services Centers; and Connecticut Department of Correction School District, New Haven, Connecticut: Department of Corrections, the New Haven School District and state agencies); and a summary of project information generated from Year 1 activities. While the intention of the report is to review project activities and set forth changes in workscope, the information presented focuses on the processes associated with the planning, conduct and evaluation of collaborative interagency agreements: the five case studies. While the amount of information varies from site-to-site, the following information is

Study of Interagency Collaborative Agreements to
Discover Training Needs for Special Education
Administrators: Final Report -- Year 1, A (Continued)

generally available: function (purpose) of agreement, agencies involved, developmental strategy, the agreement, staff training activities, delineation of fiscal responsibilities, factors relating to success/restraint of collaborative process, driving forces, current needs/gap in the process, and suggestions for duplication.

ABS: MARRC/CO'R, 5/13/81

TITLE: Interagency Collaboration on Full Services for
Handicapped Children and Youth

AUTHOR: Regional Resource Center Task Force on Interagency
Collaboration

PUBLISHER: Coordinating Office for Regional Resource Centers
University of Kentucky
Lexington, KY 40506

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: August 1979 **RRC PRODUCED:** Yes

AVAILABLE THROUGH: Multiple copies not available; contact your
RRC to determine availability

LANGUAGE: English **PAGES:** 746 **COST:** Unknown

PHYSICAL FORMAT: Resource Material, Guide

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Interagency Agreements, Cooperative Planning,
Program Evaluation, Program Development,
Agency Role, Federal Programs, Federal
Legislation

OVERVIEW: This technical assistance package is comprised of a Primer, four volumes [(A Guide to State Level Planning and Development (I), A Guide to Local Implementation (II), A Guide to Federal Policies and Agreements Regarding Health, Education, and Social Service Programs (III), A Guide to Federal Policies and Agreements Regarding Vocationally-Oriented Education and Rehabilitation Programs (IV)], and an Annotated Bibliography and Glossary of Acronyms and Terms. This multi-volume document is intended to map out the development, implementation, and evaluation of interagency collaboration agreements. This comprehensive approach is intended to facilitate the work of those responsible for promoting collaborative policy development, funding, and service delivery. Volumes I and II are an attempt to task analyze the procedures for model development and implementation at the state and local levels. The responsibilities of five major federal programs (Early and Periodic Screening, Diagnosis, and Treatment; Maternal and Child Health; Crippled Children's Services; Developmental Disabilities; the Education for All Handicapped Children Act, Head Start, Social Services Programs, and Supplementary Security Income) are described in Volume III through illustrative matrices, organizational charts, and sample agreements. Volume IV uses the

Interagency Collaboration on Full Services for
Handicapped Children and Youth (Continued)

same type of overview approach in relation to the Education for All Handicapped Children Act, the Vocational Education Act, Vocational Rehabilitation, and Developmental Disabilities. The Annotated Bibliography and Glossary provide a literature sampling regarding interagency collaboration and a listing of pertinent terms.

ABS: MARRC/CO'R, 5/13/81

TITLE: California Office of Special Education (OSE) and
California Children Services (CCS) Awareness Workshop on
the Interagency Agreement

AUTHOR: California Regional Resource Center

PUBLISHER: California Regional Resource Center
University of Southern California
600 S. Commonwealth Ave. Suite 1304
Los Angeles, CA 90005 (213) 381-5231

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: 1979 RRC PRODUCED: Yes

AVAILABLE THROUGH: California State Department of Education
Attn: Leslie Brinegar, Office of Special
Education
721 Capital Mall
Sacramento, CA 95814 (916) 445-2561

LANGUAGE: English PAGES: 104 COST: Unknown

PHYSICAL FORMAT: Directory, Reference Material, Resource Material

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Interagency Agreements, Interagency
Personnel Training, Statewide Planning,
Dissemination

OVERVIEW: This workshop packet is a two part
information/awareness training package. The goal of the one day
session was, first, to provide information and, second, to develop
cooperative plans for the dissemination of information to local
program staff and administration regarding the interagency
agreement between the California State Department of Education,
Office of Special Education, and the California State Department
of Health Services, Crippled Children Services. The first part of
the workshop focused on the content of the agreement, with
presentations by the state consultants with primary responsibility
for the development of the document. Information available in the
Collaborative Client-Centered Programming Facilitator/Trainer
Guide for an Awareness Workshop Interagency Agreements (California
Regional Resource Center, 1979) was used in addition to some
expanded information. Packet 1 contains the OSE/CCS Interagency
Agreement, a note-taking sheet, selected portions of relevant
state and federal laws, a consultant list and regional maps, a
suggested revision form (an annual revision process has been built
into the development of the agreement), and a question card to
structure a portion of the meeting. The second part of the

California Office of Special Education (OSE) and
California Children Services (CCS) Awareness Workshop on
the Interagency Agreement (Continued)

workshop involved only a select group of participants: regional consultants from OSE and their CCS counterparts. Materials used for this session included a decision making matrix to identify the targets for dissemination and a copy of the CCS/Special Education Agreement Dissemination Plan for preparing local awareness meetings.

ABS: MARRC/CO'R, 5/13/81

TITLE: A Guide to Local Interagency Collaboration: Increasing Benefits for Individuals with Exceptional Needs

AUTHOR: Hocevar, Susan P.; Heiny, Robert W.; and Anderlini, Lyn S.

PUBLISHER: California Regional Resource Center
School of Education
University of Southern California
Los Angeles, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: June 1980

RRC PRODUCED: Yes

AVAILABLE THROUGH: Check your RRC for availability

LANGUAGE: English

PAGES: 316 COST: Unknown

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Child Advocates

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Community Involvement, Models, Interagency
Agreements, Federal Legislation

OVERVIEW: This loose-leaf notebook guide outlines steps for formalizing cooperation among community services and identifies techniques which school representatives may use to increase benefits to students as a result of this cooperation. Contained are concepts, processes, resources and illustrations useful for establishing and expanding interagency relationships. It is designed for use by any human service agency. The guide is organized in seven sections. Section I contains a summary, rationale, and a review of concepts and definitions. Section II presents a process model, followed by a section on resources. Section IV presents three case studies, followed by the section on content and samples of agreements, all from California. Section VI reviews the federal context for local interagency collaboration. The last section presents leadership tips, complementing Sections II and III. It also contains six charts which complement Section VI.

ABS: MARRC/RSC, 5/20/81

TITLE: Coordinating Services to Handicapped Children: A Handbook
for Interagency Collaboration

AUTHOR: Elder, Jerry O.; Magrab, Phyllis R. (Editors)

PUBLISHER: Paul H. Brooks, Publishers
P.O. Box 10624
Baltimore, MD 21204

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Paul H. Brooks, Publishers
P.O. Box 10624
Baltimore, MD 21204

LANGUAGE: English

PAGES: 262 **COST:** \$13.95
(paperback)

PHYSICAL FORMAT: Book, Resource Material

TARGET AUDIENCE: Policy Formulators, Administrators, Program
Implementors, Child Advocates

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Models, Interagency Agreements

OVERVIEW: The subject of interagency collaboration which was introduced by the authors in a related volume, "Planning for Services to Handicapped Persons: Community, Education, Health," is examined in detail in this book by focusing on the problems and issues encountered in providing educational and related services to handicapped children. The subject of interagency collaboration is examined both as a "process" and as an "attitude" through the compilation of the recorded experiences and histories of the developers and the development of agreements and models by participants from agencies and organization involved in such activity. After an examination of issues and models, specific direction is given with regard to essential components in the development of interagency collaboration and the writing of interagency agreements. This book is designed for professionals and administrators in all the known service delivery systems for use as a handbook to promote and initiate workable solutions to the problems of delivering services to the handicapped across the various delivery systems.

ABS: MARRC/KF, 5/17/81

TITLE: Vocational Education Models for Linking Agencies Serving the Handicapped: Status Report of Interagency Linkages at the State Level

AUTHOR: Tindall, Lloyd W.; Crowley, Crowley, Carol B.; Getzel, Elizabeth E.; Gugerty, John

PUBLISHER: Wisconsin Vocational Studies Center
University of Wisconsin
964 Educational Sciences Building
Madison, WI 53706

FUNDING INSTITUTION: U.S. Department of Education
Office of Vocational and Adult Education

PUBLICATION DATE: January 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 86

COST: Unknown

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Federal Programs, Vocational Education,
Models

OVERVIEW: The project on Vocational Education Models for Linking Agencies Serving the Handicapped is an additional step in a series of federal efforts to promote interagency linkages which are necessary to ensure accessibility and delivery of supportive services to handicapped people in vocational education. Five major charges describe the purpose of this project: (1) to identify and describe federal programs, their relationships, and their responsibilities to the states for serving handicapped individuals, (2) to report on the present status of state level agencies, interagency linkages and agreements, and their responsibilities for serving handicapped people, (3) to develop models for establishing cooperative agreements in at least three states, (4) to provide technical assistance to three states in implementing such models, (5) to develop and disseminate a resource manual and a handbook to appropriate state level personnel. Contained in this report is a review of the project's progress to date, and a summary of the data obtained on the status of linkage activities in each state, samples of forms that were used to gather this information from the states.

ABS: MARRC/MAS, 5/17/81

TITLE: Interagency Collaboration in Providing Vocational Education for Handicapped Individuals, in Exceptional Children. Vol. 47, No. 8.

AUTHOR: Albright, Leonard; Hasazi, Susan E.; Phelps, L. Allen; Hull, Marc E.

PUBLISHER: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education (in part)

PUBLICATION DATE: May 1981 RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

LANGUAGE: English PAGES: 6 COST: \$2.00 + Postage

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Interagency Agreements, Vocational Services,

OVERVIEW: During the 1970's consumers, policy makers, educators, and human service providers became increasingly sensitized to the need for improvements in the education and employment of persons with handicaps. One of the themes that has intensified in recent years is the necessity for increasing cooperation and collaboration between and among the various agencies providing vocational programs and services to handicapped youth and adults. To date, the federal government has assumed the leadership role in stimulating interagency efforts at all education agency levels. The U.S. Office of Education and the Rehabilitation Services Administration have issued joint memoranda of understanding and agreement and have sponsored several research and development and training projects to facilitate state level interagency efforts: (1) Cooperative Planning for the Handicapped, a national workshop attended by federal and state level administrators in special and vocational education and rehabilitation services, resulted in the development of a process model to aid state agencies in developing cooperative agreements. Suggested activities for achieving the goals delineated in the process are presented. (See related abstract); (2) Vocational Education Models for Linking Agencies Serving the Handicapped is a project whose major activities include a review of state level interagency agreements,

Interagency Collaboration in Providing Vocational
Education for Handicapped Individuals, from Exceptional
Children. Vol. 47, No. 8. (Continued)

development of model agreements in at least three states, and the preparation of a resource guide on processes for and examples of interagency planning for state level personnel. (See related abstract); (3) A Regional Resource Center Task Force on interagency Collaboration produced a set of five manuals offering information on planning, implementation, related federal policies and agreements, and a bibliography and a glossary of terms. (See related abstract); (4) The Leadership Training Institute in Vocational and Special Education has produced a monograph on issues and strategies related to administration and personnel preparation. A recent study was conducted by the Leadership Training Institute staff to examine the changes that have occurred in state level interagency activities as a result of federal efforts. Results show that 18 states have at least one formal interagency agreement in effect; 11 other states have agreements currently undergoing revision; 8 additional states have agreements that are in the initial development stage; and 3 states had no agreements nor did they plan to develop any, but 2 of the 3 states have established interagency guidelines in lieu of formal agreements. Thirty-one state level interagency agreements were received as a result of the study and their contents are analyzed. Recommendations for future efforts in this area are presented.

TITLE: Collaborative Efforts for Delivering Vocational Services

AUTHOR: West Virginia State Department of Education
Division of Special Education and Student Support
Systems
Mid-East Regional Resource Center

PUBLISHER: Mid-East Regional Resource Center
1901 Pennsylvania Avenue, N.W.
Suite 505
Washington, D.C. 20006
(202) 676-7200

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: 1980 **RRC PRODUCED:** Yes

AVAILABLE THROUGH: Check with your RRC to determine availability

LANGUAGE: English **PAGES:** 199 **COST:** Unknown

PHYSICAL FORMAT: Manual

TARGET AUDIENCE: Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Interagency Agreements, Vocational Education,
Cooperative Planning

OVERVIEW: This manual is a guide to training local administrators in a collaborative process for the development of interagency agreements in vocational/special education. Collaboration between agencies for the purpose of planning interagency agreements is suggested via these strategies: (1) Contact: Organizing a task force, (2) Communicate: Initiating the task force activities, (3) Cooperate: Determining needed linkages, (4) Comprehend: Studying model programs, (5) Coordinate: Designing a service delivery and staff development plan, (6) Consolidate: Developing an interagency agreement, and (7) Collaborate: Preparing for implementation. Training plans and materials are presented for six meetings to accomplish the tasks outlined above. Handouts and transparencies to guide the meetings are included.

ABS: MARRC/JAM, 5/15/81

TITLE: Interagency Linkages in Vocational Rehabilitation

AUTHOR: Baumheier, Edward C.; Welch, Henry W.; Cook, Cynthia

PUBLISHER: Regional Rehabilitation Research Institute (RRRI)
Center for Social Research and Development
Denver Research Institute/University of Denver
Denver, CO 80208

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Rehabilitation Services Administration

PUBLICATION DATE: September 1976 **RFC PRODUCED:** No

AVAILABLE THROUGH: Denver Research Institute
2142 South High Street, Rooms 21
Denver, CO 80208

LANGUAGE: English **PAGES:** 198 **COST:** Unknown

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Vocational Services, Federal Legislation

OVERVIEW: This document is a monograph which reviews theory and practice and research findings in the field of rehabilitation interagency linkages. The RRRI at the University of Denver conducted a literature search and reviewed information sources such as project proposals, reports, and conference papers. (For a complete bibliography see "Interagency Linkages in Vocational Rehabilitation: An Annotated Bibliography".) The purpose of the study was to look at the state-of-the-art regarding interagency linkages between state and federal vocational rehabilitation programs. This monograph also presents information on legislation and methodology impacting rehabilitation interagency linkages. The literature review reveals three major factors influencing interagency linkages. These include program, client, and environmental characteristics.

ABS: MARRC/JAM, 5/13/81

TITLE: Cooperative Arrangements and Interagency Linkages in Vocational Rehabilitation

AUTHOR: Baumheier, Edward C.; Welch, Henry H., Mohr, Jeremy

PUBLISHER: Regional Rehabilitation Research Institute
Center for Social Research and Development
Denver Research Institute, University of Denver
Denver, CO 80208

FUNDING INSTITUTION: Rehabilitation Services Administration
OHDS
DHEW

PUBLICATION DATE: June 1978

RRC PRODUCED: No

AVAILABLE THROUGH: Denver Research Institute
2142 So. High Street, Room 21
Denver, CO 80208

LANGUAGE: English

PAGES: 32

COST: Unknown

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Administrators, Supervisors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Vocational Services, Organizational Change

OVERVIEW: This report summarizes theoretical and organizational aspects of interagency linkages in rehabilitation of the disabled (presented in some detail in Interagency Linkages in Vocational Rehabilitation, 1976). It goes on to describe a study conducted by the Regional Rehabilitation Research Institute. Preliminary findings are that interagency linkages to assure vocational rehabilitation services are viewed favorably by participants, and that increased usage of such linkage mechanisms as case conferences and interagency monitoring is favored. Additional findings include the following: Communication and linkage mechanisms are vital between administration and staff as well as between agencies; organizational settings may pose barriers to coordination; an agency or administrator may initiate and determine the efficacy of the linkage based on their orientation; and problems in linkages may be mechanical, attitudinal, and/or policy related. See also companion volumes, "Interagency Linkages in Vocational Rehabilitation" and "Interagency Linkages in Vocational Rehabilitation. An Annotated Bibliography."

ABS: MARRC/JAM, 5/13/81

TITLE: Child Health in the Eighties

AUTHOR: Frankenburg, William K. (compiler)

PUBLISHER: U.S. Department of Education
Washington, D.C. 20202
(202) 245-8707

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education

PUBLICATION DATE: 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 52

COST: Unknown

PHYSICAL FORMAT: Conference Proceedings, Resource Material

TARGET AUDIENCE: Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Models
Policy Development, Related Services

OVERVIEW: This document contains a summary of conference proceedings and abstracts of model programs. On February 15, 1980, nineteen health professionals and educators met to discuss the issues surrounding health services to children at the John F. Kennedy Child Development Center, University of Colorado Health Sciences Center. Conference participants urged coordination and collaboration to achieve the common goal of improved child health delivery. Major issues were examined from the local, state, and national levels involving funding, leadership and responsibility, communication and trust, and collaboration. The following recommendations are samples of the fifteen made at the conference: (1) each level of government should establish and/or publicize funding priorities for child health programs, (2) laws and regulations should be revised to permit flexible use of funds and methodologies to reach specific objectives, (3) legislation should focus on accountability, (4) fiscal rewards should be available to encourage innovative efforts, (5) community involvement is to be encouraged, (6) designated child health leadership should be available at each level of government; colleges should encourage interdisciplinary training, (7) importance of child health must be stressed by government to educate parents and children. Thirty model collaborative service delivery programs are abstracted and training/curriculum programs in two states are outlined. Lists of conference participants, collaborative programs (with addresses and phone numbers), and related readings are included.

ABS: MARRC/NF, 5/15/81

TITLE: Toward Interagency Coordination: FY 77 Federal Research
and Development on Early Childhood -- Seventh Annual Report

AUTHOR: Hertz, Thomas W.

PUBLISHER: Social Research Group
2401 Virginia Avenue, N.W.
The George Washington University
Washington, D.C. 20052
(202) 331-8706

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Human Development Services
Administration for Children, Youth, and
Families

PUBLICATION DATE: May 1978

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 265 COST: Unknown

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Policy Formulators

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Early
Childhood Programs, Federal Programs, Needs
Assessment

OVERVIEW: The major purpose of this document is to analyze early childhood research, supported by the member agencies during the most recent fiscal year, to chart the directions in which Federal research programs are moving. Agencies may identify areas of overlap with other agencies or detect points of convergence and congruence where increased interagency communication/coordination is needed. Also, gaps in the total Federal effort may be determined for guidance in future planning. The report reviews FY 77 activities of the panel, describes the new organizational theme (Child Development and the Family), and the developmental/ecological model the Panel has adapted to aid in conceptualization and categorization of research issues. Research projects are presented according to major areas of research, major kinds of projects, and research target groups, and are also grouped in another chapter according to agency. Priorities of the agencies for FY 78 and beyond are examined within a matrix of research issues and areas. The focus of this document is upon describing and analyzing ongoing and new research projects.

ABS: MARRC/NF, 5/15/81

TITLE: EPSDT: A Guide for Educational Programs

AUTHOR: Leeds, Stephen; Heneson-Walling, Robert; Shwab, John
(Editors)

PUBLISHER: U.S. Department of Health and Human Services
U.S. Department of Education

FUNDING INSTITUTION: U.S. Department of Health and Human Services
Health Care Financing Administration and
Public Health Service
U.S. Department of Education

PUBLICATION DATE: 1980

RRC PRODUCED: No

AVAILABLE THROUGH: DE/OSE
Switzer Building, Room 3016
330 C Street, S.W.
Washington, D.C. 20202

LANGUAGE: English

PAGES: 50

COST: Unknown

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Supervisors, Program
Implementors, Parents

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Early
Childhood Programs, Related Services, Models

OVERVIEW: The purposes of this document are to improve the health status of mothers, children, and adolescents through a well-coordinated, effective, responsive system of health care delivery combined with the resources of federal, state, and local agencies (Health Care Financing Administration (HCFA), the Public Health Service (PHS), and the Office of Education (O.E.)). An additional goal is to assure provision of comprehensive quality health care to children throughout their pediatric years. The guide encourages and assists state and local education agencies (SEAs, LEAs) and health agencies in becoming actively involved in their state's EPSDT (Early and Periodic Screening, Diagnosis and Treatment) program by using the school setting (when appropriate) as one resource in a total system of health care. This coordination would help states to develop a more effective relationship between public and private EPSDT providers and public schools, thus increasing/promoting comprehensive services to eligible children. The guide is divided into four chapters, each of which concentrates on major components of EPSDT and describes tactics for utilizing EPSDT resources. Chapter One presents an overview of the EPSDT program. Chapter Two defines and describes services available to EPSDT children. Chapter Three identifies the necessary steps LEAs/SEAs must take to participate in EPSDT programs. Chapter Four describes models of effective relationships between EPSDT and schools.

ABS: MARRC/EJC, 5/11/81

TITLE: The Interdisciplinary Team: A Handbook for the Education of Exceptional Children

AUTHOR: Golin, Anne K.; ducanis, Alex, J.

PUBLISHER: Aspen Systems Corporation
1600 Research Boulevard
Rockville, Maryland 20850
(301) 251-5000

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 216 **COST:** \$22.95

PHYSICAL FORMAT: Handbook

TARGET AUDIENCE: Administrators, Parents, Program Implementors, Supervisors

SUBJECT DESCRIPTORS: Interdisciplinary Team, Communication, Evaluation Methods, Data Collection, Parent Involvement

OVERVIEW: This handbook examines the use of an interdisciplinary team approach for providing services to exceptional children, and analyzes the benefits and the problems encountered by the interdisciplinary team in special education settings. The factors that affect the performance of an interdisciplinary team, the services it provides; the processes in which teams engage, and how these may affect outcomes of the team are addressed. The work of several disciplines are brought together in an effort to initiate a conceptual base for team delivery. Topics included are: 1) definitions, characteristics and development of the team system, 2) characteristics of organizations and interorganizational relationships, 3) the processes of teamwork and the dynamics of the interdisciplinary team, 4) the family of the exceptional child, and 5) improving team performance. Included in Appendix A is the Interpersonal Perception Scale (IPS) which yields data regarding how a professional views another profession, or how subjects see their own profession. Appendix B contains a recording method specifically suited to the observation of team decision-making processes, the Team Observation Protocol (TOP), used to describe what goes on in the team session or to help teams' efforts toward self-evaluation.

ABS: MARRC/LCS, 5/7/82

TITLE: Collaborative Client-Centered Programming:
Facilitator/Trainer Guide for an Awareness Workshop on
Interagency Agreements

AUTHOR: Hocevar, Susan Page; Starr-Anderlin, Lyn; Honeycutt, Joan;
Sales, T. Bradford

PUBLISHER: California Regional Resource Center
University of Southern California
600 S. Commonwealth Ave., Suite 1304
Los Angeles, CA 90005
(213) 381-5231

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: 1979 **RRC PRODUCED:** Yes

AVAILABLE THROUGH: California State Department of Education
Attn: Leslie Brinegar
Office of Special Education
721 Capital Mall
Sacramento, CA 95814
(916) 445-3561

LANGUAGE: English **PAGES:** 92 **COST:** Unknown

PHYSICAL FORMAT: Audio Visual Aids, Resource Materials, Speeches

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
Program Implementors, Child Advocates, Parents

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Cooperative Planning, Federal Legislation,
Interagency Agreements, Interagency Personnel
Training,

OVERVIEW: The purpose of the document is to provide a framework
for a workshop that aims to familiarize participants with the
rationale, process, and format of interagency agreements and
supporting legislation. The document provides the following: a
sample agenda, trainer directions, narrative and/or overview
materials for each of five presentations, appropriate overhead and
handout materials. The presentations each develop areas of
significance to the development of interagency agreements: (1)
Rationale for Developing Interagency Agreements -- overview of
current California based agreements, federal memoranda and
legislation; (2) Update of Current Status of Agreement -- current
state of interagency agreements in California; (3) Review of

Collaborative Client-Centered Programming:
Facilitator/Trainer Guide for an Awareness Workshop on
Interagency Agreements (Continued)

Process used in Developing Agreements -- gives a model for ABS: agreement development; (4) Overview of Document Format and Key Points -- Focus on responsibilities of local agencies, their services; and (5) Review of materials developed by CRRC. Examples and references are made specific to California legislation and agency interactions.

ABS: MARRC/CO'R, 5/12/81

TITLE: Perspectives on Interorganizational Relationships, in
Alternative Perspectives on Organizations: A Synthesis for
Educators (David L. Clark, et al, Editor)

AUTHOR: Lynn E. Baker

PUBLISHER: Far West Laboratory for Educational Research and
Development
1855 Folsom Street
San Francisco, CA 94103

FUNDING INSTITUTION: U.S. Department of Education

PUBLICATION DATE: April 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 20

COST: Unknown

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Organizational Change, Conflict Management

OVERVIEW: This article reviews various theoretical perspectives on interagency relationships. It presents goal-oriented, rational perspectives contrasted with alternative, arational theoretical perspectives. It reviews research findings relating to the following variables and concepts affecting interagency relationships: (1) characteristics of formal and mandated relationships, (2) characteristics and effects of power, (3) the "liability of newness," (4) characteristics of structural and operational conflict, (5) the effects of multiple ties and, (6) the nature of conflict in interagency relationships. The article concludes with a discussion of developmental stages which interagency relationships undergo. The discussion makes use of the Gail Sheehy Passages concept, and describes the following states: (1) The Forming Stage -- "Solo Flight"; (2) The Merging State -- "What Will We Do with Our Lives?"; and (3) The Crisis Stage -- "Renewal or Decline or . . ."

ABS: NERRC/LEB, 5/15/81

TITLE: Beyond the Turf Battles. Working Together On: Senior Advocacy, Crisis Intervention, Planning, Services, Training

AUTHOR: Fogelberg, Alice

PUBLISHER: Colorado Congress of Senior Organizations
243 East 19th Avenue
Denver, CO 80203
(303) 839-1955

FUNDING INSTITUTION: U.S. Department of Health and Human Services
Administration on Aging
The Community Services Administration
ACTION

PUBLICATION DATE:

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 47

COST: \$1.25

PHYSICAL FORMAT: Handbook

TARGET AUDIENCE: Advocates, Administrators, Program Implementors, Policy Formulators

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Communication, Interagency Agreements, Funding, Models, Shared Services

OVERVIEW: This manual was developed in response to needs of service providers and advocacy people. The Cooperative Senior Advocacy Task Force initially conducted a research project to determine which regulations, requirements or mandates were creating barriers toward cooperative activity among state and local agencies. While it was discovered that certain regulations (and varying interpretations of those regulations) made coordination difficult, the real barriers were caused by people with conflicting drives and "turf protection" behavior. The first section summarizes information collected from forty program administrators in six states who reported the elements needed to develop working relationships between organizations or agencies in the areas of service and advocacy. Several factors which contribute to or impede cooperative activity are isolated and analyzed. They are: Co-location; Joint Funding Approach; "Tradeoffs"; Issues as a Catalyst for Cooperation; Communication; and Regulations. The second section presents approaches for establishing collaboration which have been identified in successful projects. Included is a questionnaire "What is Your Coordination Quotient?" that individuals and agencies can use to

Beyond the Turf Battles. Working Together On: Senior Advocacy,
Crisis Intervention, Planning, Services, Training (Continued)

assess their own level or style of cooperation. Following are essays analyzing the possibilities of cooperative activity, causes of "turf" problems, and ways they can be transformed.

COMMENT: The material in this handbook is appropriate and relevant for any type of agency regardless of its scope of operation (regional, state or local level) its funding source, or its mission. While many examples relate to services for the aging, they can also be applied to other fields.

ABS: MARRC/LSC, 5/7/82

TITLE: Planning for Services to Handicapped Persons: Community, Education, Health

AUTHOR: Magrab, Phyllis R.; Elder, Jerry O. (Editors)

PUBLISHER: Paul H. Brooks Publishers
P.O. Box 10624
Baltimore, MD 21204
(301) 433-8100

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Paul H. Brooks, Publishers
P.O. Box 10624
Baltimore, MD 21204

LANGUAGE: English PAGES: 271 COST: \$14.50
(Hardcover)

PHYSICAL FORMAT: Book, Resource Material

TARGET AUDIENCE: Policy Formulators, Program Implementors, Child Advocates

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Cooperative Planning, Comprehensive Services

OVERVIEW: This book examines the service delivery systems of the health, education, vocational, and social service communities as a foundation to the development of a planning process. The intent is to develop an understanding of these systems and then to demonstrate how existing planning processes can be applied to the development of a coordinated service delivery system to handicapped individuals. To this end it is a compilation of edited articles, with each chapter dealing with an aspect of the service communities mentioned above, prepared by an informed member of that community. After the examination of the various systems is complete, the final two chapters examine the coordination of service delivery systems and provide a case study for planning such coordinated services. This book is a comprehensive yet understandable introduction to the complexities of interagency collaboration and, together with a later companion volume by the same authors, "Coordinating Services to Handicapped Children: A Handbook for Interagency Collaboration," provide both an overview and a working, demonstrably successful format for the initiation and completion of agreements supporting collaborative activities among agencies serving the handicapped.

ABS: MARRC/KF, 5/17/81

TITLE: Interdependent Community: Collaborative Planning for Handicapped Youth, The Leader's Handbook

AUTHOR: Ferrini, Paul; Matthews, Bradford, L.; Foster, June; Workman, Jean

PUBLISHER: Technical Education Research Centers
44 Brattle Street
Cambridge, MA 02138
(617) 547-0430

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: May 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 112 **COST:** Unknown

PHYSICAL FORMAT: Guide, Workbook, Resource Material

TARGET AUDIENCE: Policy Formulators, Administrators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Interagency Agreements, Interagency
Personnel Training, Cooperative Planning,
Group Dynamics

OVERVIEW: A "model" for use in interagency planning is presented. The model has been designed to enhance information-sharing and effective working relationships among planners working together for the first time. It is intended for use by "planning team leaders" or "facilitators," providing a structure which: (1) describes the role of a collaborative planning leader, (2) provides time frames for, and organization of, the planning process, (3) discusses key problems that are likely to emerge during the collaborative planning process, and (4) provides instruction on how to develop, implement and evaluate action plans. Leader and team member roles and responsibilities are delineated and "task-oriented" examples and illustrations are provided.

ABS: MARRC/JAD, 5/16/81

TITLE: Cooperative Planning for the Handicapped: National Workshop for the Development of Comprehensive Secondary Programming and Rehabilitation Services for the Handicapped

AUTHOR: Mid-East Regional Resource Center (Editor)

PUBLISHER: Mid-East Regional Resource Center
1901 Pennsylvania Avenue, N.W., Suite 505
Washington, D.C. 20006
(202) 676-7200

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: February 1979 **RRC PRODUCED:** Yes

AVAILABLE THROUGH: Multiple copies not available; check with your RRC for availability

LANGUAGE: English **PAGES:** 65 **COST:** Unknown

PHYSICAL FORMAT: Conference Papers, Resource Materials

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Interagency Agreements, Cooperative Planning,
Vocational Services, Models

OVERVIEW: This document was prepared for the National Workshop for the Development of Comprehensive Secondary Programming and Rehabilitation Services for the Handicapped held in Washington, D.C., on February 1 and 2, 1979. The goal established for the workshop was to facilitate the delivery of comprehensive services to secondary and post-secondary handicapped in the areas of career development, vocational and special education, and rehabilitation services. Participants included primarily federal and state level administrators in those areas. Their objectives were: (1) to review federal policy and programs with respect to collaborative planning, (2) to identify concerns and problem areas related to service delivery and explore possible solutions, (3) to present a process model for planning for interagency agreements, (4) to assist state administrators in initiating or refining interagency agreements, and (5) to establish a timeline for completion and implementation of the interagency agreements. Materials included in the workshop notebook to facilitate the accomplishment of these objectives include: (1) a process model which provides specific activities addressing the organization of an interagency team, the formulation of mutual goals, the preparation of a written agreement, the implementation of the agreement, and the evaluation

Cooperative Planning for the Handicapped: National
Workshop for the Development of Comprehensive Secondary
Programming and Rehabilitation Services for the Handicapped
(Continued)

of the effectiveness of the agreement, (2) suggested contents of an agreement, (3) a list of possible services to be provided and the agency responsible for providing them, (4) a profile of instructional components including the student's age range, grade level, and the program responsible for the component, (5) a list of and descriptions of vocational program alternatives available for the handicapped, (6) federal memoranda on interagency collaboration, (7) Office of Education position statement on comprehensive vocational education for handicapped persons, (8) listings of technical assistance and other resources available from the three federal agencies to facilitate planning for interagency collaboration.

ABS: MARRC/MAS, 5/17/81

II-20A

TITLE: A Selected Bibliography on Interagency Cooperation,
Intergovernmental Relations and Regional Planning in
Elementary/Secondary Education and Other Service Fields.
ESA Project, Report No. 5.

AUTHOR: Research and Information Services for
Education (R.I.S.E.)
198 Allendale Road
King of Prussia, PA 19406
and
Stephens Associates
7338 Baltimore Avenue, Suite 107
College Park, MD 20742

PUBLISHER: American Association of Educational Service Agencies
C/O American Association of School Administrators
1801 N. Moore Street
Arlington, VA 22209

FUNDING INSTITUTION: U.S. Office of Education
and
The American Association of School
Administrators

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 44

COST: Unknown

PHYSICAL FORMAT: Bibliography

TARGET AUDIENCE: Program Implementors, Policy Formulators,
Administrators

SUBJECT DESCRIPTORS: Cooperative Planning, Program Evaluation,
Rural Education, Urban Education, Resource
Centers, State Department of Education

OVERVIEW: The ESEA Project report provides an annotated bibliography of materials about regional educational services. Part I of the bibliography covers interagency cooperation, intergovernmental relations and regional planning in elementary and secondary education and is subdivided into general references as well as specific program areas: Vocational/Career Education, Instructional materials and Special Education (a twelve page subsection). A second section of the document focuses on similar developments in related service fields. Educational Service areas represent the third subsection which are separated into general, nonmetropolitan and metropolitan areas. Over 300 citations refer to technical, evaluative and final reports, manuals, handbooks, project descriptions and evaluations, dissertations, articles and conference papers. Journal, publisher or producer, total number of pages, and ERIC accession numbers (when available) are included

A Selected Bibliography on Interagency Cooperation,
Intergovernmental Relations and Regional Planning in
Elementary/Secondary Education and Other Service Fields.
ESA Project, Report No. 5. (Continued)

in the citation. Target populations reflect a range of disabilities, support services and settings. The roles of Education Service Agencies (ESEA), learning resource centers, regional cooperative centers and systems for service delivery are discussed with a focus on collaborative planning.

ABS: NERRC/EM, 10/30/81

II-21A

66 45

TITLE: Project Treat: An Inter-Agency Approach to Serving Severely Emotionally Disturbed Children in a Public School Setting and Sequoyah Mental Health center.

AUTHOR: Garrett, Geraldine H.; and others

PUBLISHER: Council for Exceptional Children
1500 Association Drive
Reston, VA 22091

FUNDING INSTITUTION: N/A

PUBLICATION DATE: April 1979

RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 171 037)

LANGUAGE: English **PAGES:** 46 **COST:** \$3.65

PHYSICAL FORMAT: Conference Paper

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Inservice Training, Training Techniques,
Emotionally Disturbed

OVERVIEW: Six papers exploring Project TREAT (an alternative for the treatment of emotionally disturbed children) are presented. The first "Project TREAT and the Memphis City Schools Mental Health Center" (J. Paavola). The paper outlines the services provided by the center and explores methods of classroom management used by the city schools along with information on staff development and the counseling and therapy which the city provides. "An Historical Perspective of the Involvement of the Sequoyah Center" (I. Rhem) describes the Tennessee Re-Education program (training program for teacher/counselors) and lists the six "biases" under which it functions. The author examines the influence of behavior modification and learning disabilities on teacher/counselor training. "Teaching Techniques for Emotionally Disturbed Children in Project TREAT" (C. Randalls and G. Dean) discusses assessment, curriculum, class and behavioral structure, and the least restrictive environment. "Project TREAT: Special Education Division Memphis City Schools" (G. Garrett) explores the relationship of the city schools to the project. "A Teacher Education Course Module: Matching Teacher Style, Program Strategies, and Developmental Behaviors" (H. Rich) elaborates on methods used to facilitate learning. "Community Agency" (E. Montague) clarifies the interactions of three disparate agencies in the success of Project TREAT.

ABS: NERRC/PHR, 10/30/81

TITLE: RUL #6: Guidelines for InterAgency Cooperation and the Severely Disabled

AUTHOR: Research Utilization Laboratory

PUBLISHER: Research Utilization Laboratory
Jewish Vocational Service
1 South Franklin Street
Chicago, IL 60606

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
Rehabilitation Services Administration

PUBLICATION DATE: May 1977

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 57

COST: \$2.00

PHYSICAL FORMAT: Guide, Resource Material

TARGET AUDIENCE: Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Severely and Profoundly Handicapped,
Shared Services, Communication, Models

OVERVIEW: With the passage of the Rehabilitation Act of 1973, federally supported rehabilitation agencies were given a new set of priorities: to provide services to the severely disabled, not only to those clients who were likely to become successfully employed with a minimum of services. Because the needs of Severely Disabled clients are complex, they must receive service from more than one agency. Sometimes several agencies make conflicting demands on a client. Sometimes each agency figures that the others are handling the case and no one does anything. It is only when the agencies work together that the Severely Disabled client has a chance to get adequate service. Therefore, these guidelines were written to give practitioners who work with severely disabled clients an idea of what to expect when they try to cooperate across agency lines. The focus of the Research Utilization Laboratory in this material is to identify strategies that two or three agencies can utilize to improve service to a small population of severely disabled persons, not necessarily to provide a structure for serving a large population in a large metropolitan area. The guide is a tool to help rehabilitation agencies analyze a community and decide how to organize and focus efforts at coordination. The guidelines for interagency cooperation include six different sections. First, what is included under the term cooperation? Second, what keeps agencies from cooperating with each other? Third, when they do cooperate,

RUL #6: Guidelines for InterAgency Cooperation and the
Severely Disabled (Continued)

why do they? Fourth, some examples from the literature of forms that cooperation among agencies can take. Fifth, some examples that show the process involved in working together. Sixth, suggested steps to take when you want to initiate an interagency project. In sections two and three, each idea is followed by a hypothetical example, as an illustration. In sections four and five, each example is preceded by a chart that provides a summary of the project and its results, and a cross-reference to the applicable ideas in sections two and three. A bibliography is presented on the last two pages.

ABS: MARRC/MAS, 10/30/81

II-23A

TITLE: Interagency Cooperation and Agreements, Policy
Paper Series: Document 4

AUTHOR: Greenan, James, P.; LaCasse, Robert J.; McNelly, Don E.;
Sankovsky, Ray

PUBLISHER: Leadership Training Institute/Vocational and
Special Education/
College of Education
University of Illinois
Urbana-Champaign, IL 61801

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education
Division of Personnel Preparation

PUBLICATION DATE: May 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
or
ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 194 756)

LANGUAGE: English **PAGES:** 80

COST: Reproduction Costs

PHYSICAL FORMAT: Position Paper

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Collaborative Training, Communication,
Inservice Training, Shared Services

OVERVIEW: This product of a Leadership Training Institute/Vocational and Special Education contains a series of policy papers intended to identify and address several issues that relate to developing effective cooperation and agreement among agencies. Four papers address these topics and issues: (1) State Planning for Interagency Cooperation, (2) Training Educational Personnel to Implement Effective Interagency Cooperation and Agreements for Serving Handicapped Learners, (3) Preparing Vocational and Special Education Personnel for Working with Students who have Special Needs, and (4) Effective Linkages for Interagency Cooperation. The authors have confirmed the necessity of effective interagency cooperation and agreements among the public and private agencies which provide handicapped learners with vocational and related services. Several issues were identified that inhibit cooperation and various recommendations were suggested. An epilogue summarizes the papers' contents. The identified issues and functional recommendations will provide information that will assist in overcoming the barriers to

Interagency Cooperation and Agreements, Policy
Paper Series: Document 4 (Continued)

interagency cooperation and agreements. The issues cannot be considered an exhaustive list. However, the issues and recommendations provide considerations for planning, implementing, and evaluating interagency cooperation and agreements.

ABS: MARRC/LCS, 10/30/81

TITLE: Compendium of Interagency Agreements, A: Vocational Education, Special Education, and Vocational Rehabilitation. Policy Research and Resource Series: Document 5

AUTHOR: Phelps, L. Allen

PUBLISHER: Leadership Training Institute/Vocational and Special Education
College of Education
University of Illinois
Urbana-Champaign, IL 61801

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education
Division of Special Education

PUBLICATION DATE: June 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 380 **COST:** Reproduction Costs

PHYSICAL FORMAT: Compendium, Resource Material

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
Program Implementors, Advocates, Parents

SUBJECT DESCRIPTORS: Interagency Agreements, Vocational Services,
Shared Services, State Agency Procedures,
Local Agency Procedures, Models

OVERVIEW: This resources document has several purposes and uses for educators and parents and advocates involved in vocational education, special education, and vocational rehabilitation. The results of a small-scale national survey of the state agencies regarding the status of interagency agreements are reported. This survey focused on determining the present status of state-level interagency agreements and future research needs in this field. In addition, examples of 29 current interagency agreements are included to offer ideas for states and local agencies to use in developing and refining their individual interagency agreements. Several innovative arrangements for sharing programs, inservice training, support services, assessment services, etc. are contained in the agreements. The last section of the Compendium includes abstracts of several interagency resources documents that have been developed by federal and state agencies.

ABS: MARRC/NLS, 10/30/81

TITLE: Potential Working Relationships Between ESA's and the
R&D Exchange

AUTHOR: Levis, Rae M.

PUBLISHER: Wayne County Intermediate School District
33500 Van Born Road
Wayne, MI 48184

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
National Institute of Education

PUBLICATION DATE: 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
or
ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 168 164)

LANGUAGE: English PAGES: 83

COST: Reproduction Costs

PHYSICAL FORMAT: Position Paper

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Cooperative Planning, Dissemination,
Urban Education, Agency Role, Federal
Legislation

OVERVIEW: This paper examines the existing and potential roles of educational service agencies (ESAs) and their relationships with state education agencies (SEAs) and local education agencies (LEAs). Special attention is focused on urban school districts. The paper also critically analyzes these roles and relationships as they relate to dissemination functions, with particular emphasis on the role of the ESA in the Research and Development Exchange (RDx). The history of the ESA is outlined, and studies of the education service agency in Michigan, Pennsylvania, and other states are examined. These studies lead to specific recommendations regarding generally appropriate roles and functions. Roles and functions for the ESA in dissemination evolve from recent federal legislation focusing on research relative to educational change, broker/facilitator roles, nature of the educational enterprise, state and national dissemination agencies, and educational renewal and reform. A number of specific conclusions and recommendations relevant to the ESA and RDx are offered. No nationwide single-agency system or configuration for dissemination can adequately respond to all education needs; the professional community must support

Potential Working Relationships Between ESA's and the
R&D Exchange (Continued)

comprehensive research and development evaluation studies about regionalism; and the RDx configuration needs more client user input at all levels of planning, management, and stages of development.

ABS: MARRC/LCS, 10/30/81

TITLE: SEA's and Large Urban LEA's: An Approach to Collaboration and Technical Assistance

AUTHOR: Riley, David P.; Johnson, Richard A.

PUBLISHER: National Association of State Directors of
Special Education
1201 16th Street, N.W.
Washington, DC 20036
(201) 833-4218
Council of Administrators of Special Education

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Civil Rights
Bureau of Education for the Handicapped

PUBLICATION DATE: 1980 RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 49 COST: \$4.00

PHYSICAL FORMAT: Monograph, Resource Material

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Urban
Education, Technical Assistance, Models

OVERVIEW: This monograph discusses the need for technical assistance for large urban school systems. The authors contend that large city school systems need major external technical assistance, that technical assistance should focus on total organization renewal, that SEAs should provide leadership in providing technical assistance, and that both the SEA and the LEAs need to re-examine their working relationships. Based on the Boston Project, a model for technical assistance is offered. The eight phases of the model (preliminary negotiations; needs assessment; goal setting; model building; task, strategy, accountability specification; implementation; outcome evaluation, recycle/reprogram) are discussed. Generic activities that cluster within the phases are also presented. In the last section the authors present the operational requirements and technical assistance considerations necessary for replication of the Boston Project Technical Assistance Model.

ABS: MARRC/JLL, 10/30/81

TITLE: Cooperative Occupational Preparation of the
Handicapped: Exemplary Models

AUTHOR: Ashby, Sylvia; Bensberg, Gerard J. (Editors)

PUBLISHER: Research and Training Center in Mental Retardation
Box 4510
Texas Tech University
Lubbock, TX 79409

FUNDING INSTITUTION: U.S. Department of Education
National Institute of Handicapped Research
(in part)

PUBLICATION DATE: 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 390 COST: \$10.00

PHYSICAL FORMAT: Research Report, Resource Material

TARGET AUDIENCE: Administrators, Supervisors, Program
Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Vocational Services, Models

OVERVIEW: This handbook provides several useful types of information regarding cooperative agreements between special education, vocational education, and vocational rehabilitation. Part One summarizes the legislative history and traces the development of cooperative agreements at the federal, state, and local levels. Part Two describes the implementation of cooperative service delivery programs in vocational preparation at ten sites across the country. These sites selected as exemplary programs illustrate a variety of program options serving many populations in rural and urban settings. Part Three provides a review of literature related to career/vocational education and state-of-the-art regarding vocational evaluation. Some generalizations about effective interagency programs conclude the book.

ABS: MARRC/JAM, 10/30/81

TITLE: Proceedings: Dissemination Processes Seminar
Collaboration -- A Promising Strategy for Improving
Educational Practice

AUTHOR: Pascarelli, Joe -- Seminar Design and Coordinator

PUBLISHER: Dissemination Support Service
Dissemination Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, OR 97204

FUNDING INSTITUTION: U.S. Department of Education
National Institute of Education

PUBLICATION DATE: December 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 90

COST: Reproduction Costs

PHYSICAL FORMAT: Conference Papers

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Communication, Dissemination, Policy
Development, Models

OVERVIEW: Each participant at the seminar was to bring data on collaboration and collaboratives. The presentors listened carefully to participants reports in small groups and then targeted their presentations to the major issues and problems raised. The proceedings include: the preseminar work packet with a review of literature and background articles; correspondence to participants; registration handouts; guidelines for group facilitators; presentors main points; tips from active collaborators; key ideas from Action Research Groups; relevant documents distributed during the seminar. The seven "action research" groups summarized their work under the following categories: Commonalities, Differences, Uniqueness and Critical Issues. Some of the questions were: What are the conditions necessary for collaboration? What are the themes and patterns in collaboration and collaboratives that need further exploration and study? What are the applications that can be made now to various work situations? Also included in this document are selected statements from the literature relevant to collaboration and coordination. Thirty documents were searched in regard to educational change, management and organization, and social systems.

ABS: MARRC/NF, 10/30/81

TITLE: The Service Integration Project: Final Report, A Guide to Collaboration

AUTHOR: Fabrizio, Jo Jackson; Sanford, Anne R.; Brigham, Sherry; Anderson, Ronald J.; Neufeld, G. Ronald; Pritchard; Bartel, Joan M.

PUBLISHER: Chapel Hill Training -- Outreach Project
Lincoln Center
Merritt Mill Road
Chapel Hill, NC 27514

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
Office of Human Development
Region IV Office of Child Development
National Office of Child Development

PUBLICATION DATE: 1977

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
or
ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 149 564)

LANGUAGE: English **PAGES:** 184

COST: Reproduction Costs

PHYSICAL FORMAT: Report, Guide

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Early Childhood Programs, Developmental
Disabilities, Models, Program Evaluation,
Shared Services, Data Collection, Agency Role

OVERVIEW: Presented is the final report of the Service Integration Project, a North Carolina demonstration project to facilitate collaboration of local programs particularly those sponsored by the Developmental Disabilities program and the Head Start program. Individual chapters deal with the following topics: overview of service integration; the human perspective of service integration; development of the project through mobilization of resources available through the Chapel Hill Training-Outreach Project, the Developmental Disabilities Technical Assistance System, and Region IV Network of services to the handicapped in Head Start; the service integration program plan; implementation of service integration; the state advisory task force for service integration; advocacy as an examination of its interaction within the human service delivery system; alternative models for interagency coordination; the collaborative process for service integration; the collaborative process for

The Service Integration Project: Final Report, A Guide to
Collaboration (Continued)

service integration; evaluation; and recommendations for replication and investigation. Appendixes include an organization chart, the operating plan, project operating plan, calendar of events, Head Start needs assessment form questionnaire, agenda of a planning conference, the collaborative agreement form, sample letters, conference agenda, evaluation data from the State Advisory Task Force, a process manual for collaborative planning, and evaluation data.

ABS: MARRC/LCS, 10/30/81

II-31A

TITLE: Guide to Community Awareness and Interagency Cooperation

AUTHOR: Eagen, Carol S.; Jones, Jacquelyn O.; Petisi, Kathleen;
Toole, Amy L.

PUBLISHER: Board of Cooperative Educational Services
Putnam/Northern Westchester
Yorktown Heights, NY 10598

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education

PUBLICATION DATE: January 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 119

COST: Free

PHYSICAL FORMAT: Guide, Resource Material

TARGET AUDIENCE: Program Implementors, Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Community Involvement, Multidisciplinary
Team Training, Shared Services

OVERVIEW: In an effort to effectively serve the youngsters in their area, the staff at this NY BOCES created a program for building community awareness of services and fostered cooperation with other agencies to provide those services. This guide explains some very concrete methods for helping an agency staff understand a community's "character" and with that knowledge develop a tailor-made awareness program. It also explains the transdisciplinary team approach to providing a range of services and the methods they used to encourage attitudes of sharing and teamwork. The program takes two to three years to implement as it involves developing materials, procedures, and timelines. The guide was formulated in a way that allows the reader to take immediate and concrete steps toward program development by providing many samples of forms, letters, brochures, and other printed material. It is essentially a resource "how-to" handbook.

ABS: MARCC/NLS, 10/30/81

TITLE: Resource Report No. 3: The Continuing Evolution of
Regular and Special Education Collaborative

AUTHOR: Grayson, Judith M.; Arnold, Diane; Hocevar, Susan;
Starr, Lyn

PUBLISHER: California Regional Resource Center
University of Southern California
600 So. Commonwealth
Los Angeles, CA 90005

FUNDING INSTITUTION: U.S. Department Of Health, Education and
Welfare
Office of Education
Bureau of Education for the Handicapped
Division of Media Services

PUBLICATION DATE: March 1980

RRC PRODUCED: Yes

AVAILABLE THROUGH: Check your RRC for availability

LANGUAGE: English PAGES: 19

COST: Reproduction Costs

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Policy Formulators, Administrators, Program
Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Cooperative Planning, Agency Role, Federal
Legislation, Models

OVERVIEW: The purpose of this paper is to examine current practice, present needs, and potential ways to meet identified needs in the areas of regular and special education collaboration. The evolution of collaboration efforts and future trends in the need for systemic changes in education is explored. The position taken is that cooperation between regular and special education, or intra-agency collaboration, is critical to the effective implementation of the least restrictive environment mandate of Public Law 94-142. It is further argued that such collaboration requires educators to develop new skills, and to refine, or if necessary, abandon traditional educational practices, so that we may reach the single system-wide goal of providing quality educational programs to meet the needs of all students. This paper is divided into two parts: Background. Included is an historical sketch of the interface between regular and special education and a description of significant aspects of current practice. In addition, critical need is identified via the review and study of current practice. Audette's (1979) interagency agreement model, which identifies three classes of collaboration (Responsibilities; Utilization of Resources; Procedures), was adapted to provide a structure for the issues discussed. Education is one agency, and therefore this paper uses

Resource Report No. 3: The Continuing Evolution of
Regular and Special Education Collaborative (Continued)

the term "intra-agency" to describe the relationships among the components of that delivery system. Recommendations and Resources. A list of possible solutions is presented. Each solution could be used for any of the three classes of identified needs. Resources for implementing proposed solutions are also presented. The discussion which follows explores the evolution of collaborative efforts and the need for change in education.

ABS: MARRC/LCS, 10/30/81

TITLE: Education/Human Service Program Models: A collaborative dissemination project for local schools

AUTHOR: Massachusetts Department of Education

PUBLISHER: Division of Special Education
Massachusetts Department of Education
31 St. James Avenue
Boston, MA 02116

FUNDING INSTITUTION: N/A

PUBLICATION DATE: Unknown

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
or
Merrimac Education Center
101 Mill Road
Chelmsford, MA 01824
(617) 256-3985

LANGUAGE: English **PAGES:** 25

COST: Free

PHYSICAL FORMAT: Pamphlet, Reference Material

TARGET AUDIENCE: Administrators, Supervisors, Program
Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Local Agency Procedures, Models

OVERVIEW: This pamphlet contains descriptions of 22 Service Program Models of current practices in Human Services in Massachusetts. Its purpose is to 1) highlight examples of interagency cooperation and to report on the services of interagency groups made up of human service and educational agencies; 2) to provide an information exchange among human service and educational agencies and; 3) to present information on area programs, groups and services. Each entry includes a brief program description of population served, services provided, cooperating institutions, cost information, availability, and contact person. Samples of cooperating institutions include Department of Public Health, Department of Education, Department of Public Welfare, Department of Mental Health and Division of Youth Services.

ABS: MARRC/LCS, 10/30/81

TITLE: EPSDT and Head Start

AUTHOR: Chapel Hill Training-Outreach Project

PUBLISHER: Chapel Hill Training-Outreach Project
Lincoln Center
Merritt Mill Road
Chapel Hill, NC 27514
(919) 967-8295

FUNDING INSTITUTION: N/A

PUBLICATION DATE: Unknown

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: COST: \$35.00

PHYSICAL FORMAT: Audiovisual Aid

TARGET AUDIENCE: Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Federal Legislation, Collaborative Training,
Agency Role, Case Management, Communication

OVERVIEW: The purpose of this slide/tape presentation is to provide a brief overview of the relationship between the Early Periodic Screening Diagnosis and Testing (EPSDT), and the Head Start federal programs; and how they can work together in providing needed health and medical services to the children of low-income families. Interagency collaboration is a practical necessity for jointly serving children and families eligible for both programs, as both agencies are committed to providing preventive health and early intervention services. The first step highlighted for Head Start's successful collaboration with EPSDT is "preparation." Foreknowledge of state medicaid requirements, State Plans for EPSDT implementation and any previous agreements with Head Start are also basic to any collaborative effort as well as a friendly and positive attitude. Determination of eligibility requirements is one of the first areas of agreement, lists of eligible children and families, the screening, periodicity schedule and guidelines, case management systems, and information sharing of both agencies are also essential.

ABS: MARRC/LCS, 10/30/81

TITLE: "The Comprehensive Planning Process". The Clearinghouse.
Vol. 54, No. 9

AUTHOR: Corbin, Steven S.; Koster, John J.

PUBLISHER: Heldres Publications
4000 Albemarle St., N.W.
Washington, DC 20016

FUNDING INSTITUTION: N/A

PUBLICATION DATE: May 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 8

COST: Subscription/
\$18.00/year

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Policy Formulators, Supervisors,
Program Implementors

SUBJECT DESCRIPTORS: Cooperative Planning, Models, Data
Collection

OVERVIEW: The extent of funding has created a perplexing network of laws and regulations for compliance by local school agencies and a need for reform in present education policies. The development of school-based comprehensive plans serves as an effective means to address the many problems resulting from multiple funding sources. According to a survey by the Comprehensive Planning Unit of New York City, nearly 58% of the respondents selecting definitions of comprehensive planning agreed that it is "the coordination and integration of all instructions and administrative services to improve student achievement." Advantages of a comprehensive plan would enable schools to more easily 1) plan and deliver services around childrens' needs, 2) integrate personnel, 3) address school needs and resources and 4) develop alternatives to programs. The comprehensive planning process is a hands-on approach recognizing continuous and gradual improvement. The planning process is a systematic decision making set of procedures that includes a written document (the plan), and a series of scheduled, time-allotted events. It originates at the superintendent's level progressing downwards and becoming more detailed at the school level. The tasks in the comprehensive planning process are 1) committee formation, 2) needs assessment, 3) writing measurable goals, 4) formulating a plan of action and 5) evaluation.

ABS: MARRC/LCS, 10/30/81

TITLE: Organizations Collaborating to Improve Educational Practice

AUTHOR: Yin, Robert K.; Gwaltney, Margaret K.

PUBLISHER: Abt Associates, Inc.
Washington, DC Office
1521 New Hampshire Avenue, N.W.
(202) 466-4343

FUNDING INSTITUTION: U.S. Department of Education
National Institute of Education
Research and Educational Practice Programs

PUBLICATION DATE: March 1977

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 128

COST: Reproduction Costs

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Technical Assistance, Regional Education
Agencies, Inservice Training

OVERVIEW: This is a report of a study aimed at advancing current understanding of how and why interorganizational collaboration produces desired knowledge utilization outcomes, especially to inform policymakers about the relationships between their decisions and the operation of collaborative arrangements. While the specific focus of the study was knowledge utilization, it is intended to suggest potential lessons about interorganizational collaboration more generally. The study covered one particular type of interorganizational arrangement -- between local school districts and regional education agencies (REAs). The study intensively examined three REA arrangements. The study went one step further, however. It also examined the role of third party organizations -- e.g., federal and state agencies -- who issue mandates affecting knowledge utilization services. Several policy implications emerge from the study, even though any definitive actions cannot be made on the basis of a single research study. The report contains five chapters plus a list of references and an appendix; Chapter I -- defines the knowledge utilization problem; Chapter II -- describes research methodology; Chapter III -- gives characteristics of each arrangement, along with outcomes; Chapter IV -- presents explanations for knowledge utilization in each arrangement; Chapter V -- presents recommendations for future study and indicates potential policy implications. The appendix contains a listing of REAs by state and gives a field guide.

ABS: MARRC/LF, 10/30/81

TITLE: The Network Concept: A Quad-Cities Vocational Rehabilitation Facilities Plan

AUTHOR: Bi-State Metropolitan Planning Commission,
Rock Island, IL

PUBLISHER: Rehabilitation Services Administration
U.S. Department of Health, Education and Welfare
Washington, DC 20202

FUNDING INSTITUTION: N/A

PUBLICATION DATE: June 1971

RRC PRODUCED: No

AVAILABLE THROUGH: NTIS #SHR-0000860
5285 Port Royal Road
Springfield, VA 22161
or
Project Share
P.O. Box 2309
Rockville, MD 20852

LANGUAGE: English **PAGES:** 158 **COST:** \$14.00 plus postage
(Executive summary
free from Project Share)

PHYSICAL FORMAT: Evaluative Report

TARGET AUDIENCE: Administrators, Policy Formulators, Program
Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Cooperative Planning, Shared Services,
Vocational Services

OVERVIEW: A vocational rehabilitation facilities plan is described that was developed by the Bi-State Metropolitan Planning Commission of Rock Island, Illinois. The planning process was guided by the following purposes: (1) to present a channel of communication and coordination among all agencies involved in vocational rehabilitation in the bi-State area of Iowa and Illinois; (2) to develop a facilities plan that would be acceptable to those involved in rehabilitation; (3) to insure continued coordination in planning for rehabilitation facilities; (4) to develop a plan that shows promise of being implemented through existing funding sources; and (5) to provide guidelines and priorities to State rehabilitation agencies in the updating of their facilities plans. Methodological aspects of the plan's development are described, with three planning stages identified; retrieval of relevant data to serve as a basis for defining terms in relation to the scope of the study; analysis of information collected during the inventory stage; and recommendations for implementation of the vocational rehabilitation plan through

The Network Concept: A Quad-Cities Vocational Rehabilitation
Facilities Plan (Continued)

exploration of available funding sources, establishment of priorities, and continuing planning efforts. The concept of a network of facilities for the handicapped in the planning process for vocational rehabilitation is discussed. Five types of rehabilitation facilities are considered: transitional workshop, extended employment workshop, activity center, halfway house, and experimental residential facility. Recommendations are made for the coordination of rehabilitation facilities and the implementation of the vocational rehabilitation facilities plan. (Project Share)

ABS: MARRC/LCS, 5/7/82

II-38A

TITLE: Creating Interagency Projects: School and Community Agencies

AUTHOR: Ringers, Joseph, Jr.

PUBLISHER: Community Collaborators
P.O. Box 5429
Charlottesville, VA 22903

PUBLICATION DATE: October 1977

RRC PRODUCED: No

FUNDING INSTITUTION: N/A

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 56

COST: \$3.95

PHYSICAL FORMAT: Handbook

TARGET AUDIENCE: Administrators, Program Implementors, Policy Formulators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Communication, Cooperative Planning,
Community Involvement, Funding, Evaluation
Methods, Shared Services

OVERVIEW: Conservation of energy and resources, recycling and reprogramming of excess space, coordination and co-programming of services, efficiency and economy are familiar phrases to most Americans. Citizens, professionals, agency executives and elected officials alike are recognizing that cooperation must take place if we are to provide effective service levels to all people within a reasonable range of costs. Thus, the concept of interagency programs is rapidly gaining acceptance in many communities because the interaction and coordination between agencies often results in a sharing of the load, conservation of the resources, improvement of services and even enlargement of the effort. This publication is based on the premise that sharing is basic in interagency programs and that conservation of energy and resources is both a proper and attainable objective. Its subject matter covers the elements and processes of creating interagency linkages and projects as well as the leadership style of individuals, "Enablers," who are instrumental in creating these linkages and projects. In eight chapters it discusses: Basic Principles and Concepts; Leadership; Strategies and Techniques; Influencing Bureaucracies; Problem Solving; Creating New Linkages; Operational Aspects; and Creating Interagency Projects.

COMMENT: This manual should be especially useful to the facilitator of interagency activities as a guide to the collaborative planning process.

ABS: MARRC/LCS, 5/7/82

TITLE: A Different Game: Collaborating to Serve Youth at Risk.
Slide/Cassette Presentation and Guide

AUTHOR: The National Juvenile Justice Program Collaboration;
Stretch, Bonnie

PUBLISHER: The National Juvenile Justice Program Collaboration

FUNDING INSTITUTION: U.S. Department of Justice
Law Enforcement Assistance Administration
Office of Juvenile Justice and Delinquency
Prevention

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: The National Assembly of National Voluntary
Health and Social Welfare Organizations, Inc.
291 Broadway
New York, NY 10007
(212) 267-1700

LANGUAGE: English PAGES: 14 minutes COST: \$4.75 (rental
and postage;
guide -- free)

PHYSICAL FORMAT: Audio-Visual aid

TARGET AUDIENCE: Advocates, Administrators, Parents, Policy
Formulators, Program Implementors, Supervisors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Shared Services, Adjudicated
Handicapped Youth

OVERVIEW: The presentation includes 140 35mm slides and a
synchronized tape cassette that provide a verbal-visual report on
the collaborative work of youth agencies and service organizations
in five regions across the nation to serve young people known as
status offenders. The presentation depicts the problems they
face, tells the story of why and how the national and local
collaborations were started, and shows how the programs are
working. Included with the slide/tape presentation are: 1) a
pamphlet entitled "A Different Game," which describes the purpose,
development and achievements of the National Juvenile Justice
Program Collaboration (NJJPC) under whose auspices the five
collaborative projects were launched; and 2) a guide, by Bonnie
Stretch, which demonstrates how to play "A Different Game,"
provides background information, and explains how to organize for
the presentation.

COMMENT: The presentation offers a comprehensive picture of the
collaborative process based on the experience of the NJJPC and its
affiliates. Both private and public agencies working with youth

A Different Game: Collaborating to Serve Youth at Risk.
Slide/Cassette Presentation and Guide (Continued)

can use it to increase their members' awareness of the needs of status offenders and to encourage their organizations to begin to develop, or to expand further, their capacities to serve status offenders.

ABS: LSC/MARRC, 5/7/82

II-40A

TITLE: A Different Game: Collaborating to Serve Youth at Risk.
Juvenile Justice Program Collaboration -- Evaluation
Report

AUTHOR: Burch, Genevieve, Principal Investigator

PUBLISHER: Center for Applied Urban Research
University of Nebraska at Omaha
Omaha, NE 68182

FUNDING INSTITUTION: U.S. Department of Justice
Law Enforcement Assistance Administration
Office of Juvenile Justice and Delinquency
Prevention

PUBLICATION DATE: May 1978

RRC PRODUCED: No

AVAILABLE THROUGH: The National Assembly of National Voluntary
Health and Social Welfare Organizations
291 Broadway
New York, NY 10007
(212) 269-1700

LANGUAGE: English PAGES: 154 COST: Charge for postage &
handling only; \$1.50
minimum

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Agency Role, Shared Services, Models
Group Dynamics, Adjudicated Handicapped
Youth

OVERVIEW: In 1975 the Law Enforcement Assistance Administration awarded funding for a program designed to organize the voluntary agencies serving youth to better serve "status offenders" and to aid in the removal of these young people from institutions. The program was developed by a collaboration of 15 national agencies, all members of the National Assembly of National Voluntary Health and Social Welfare Organizations. The agencies proposed to deliver community services by forming a National Juvenile Justice Collaboration Office and by supporting five local collaborations focused on the issue of the status offender. The local collaborations would have the responsibility of offering programs in the areas of advocacy, capacity building, and direct services, and also help develop a process of collaboration which would be useful in delivery of services in the future. The five projects were evaluated by the extent to which they were successful in their three major program tasks: building collaboration; planning and implementing programs; and affecting member organizations. The extent to which the National Juvenile Justice Collaboration

A Different Game:. Collaborating to Serve Youth at Risk.
Juvenile Justice Program Collaboration -- Evaluation
Report (Continued)

Project was successful in developing the collaboration process at each site was also evaluated. The major portion of this report examines in detail the results of the evaluation in both program and process areas: manner of organization; extent of planning and implementation of collaboration; and the capacity to serve clients. The evaluation includes an analysis of situational and process factors that affected the collaborations. The hypothesis of the research design is that the group process affects the successful attainment of program goals.

COMMENT: This report should be valuable for those interested in the organizational procedures of collaboration and in the development and implementation of programs and services to status offenders and children at risk. Those interested in the development of the collaboration process and its effect on programs will find this evaluation report useful.

ABS: MARRC/LCS, 5/7/82

II-41A

TITLE: Community Workbook for Collaborative Services to
Preschool Handicapped Children

AUTHOR: Magrab, Phyllis, Kazuk, Elynor, Greene, Lorna

PUBLISHER: American Association of University Affiliated
Programs for the Developmentally Disabled
1234 Mass. Ave., N.W., Suite 813
Washington, DC 20005

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare

PUBLICATION DATE: November 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 34

COST: \$3.00

PHYSICAL FORMAT: Workbook

TARGET AUDIENCE: Advocates, Administrators, Program
Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Early
Childhood Programs, Agency Role, Community
Involvement, Cooperative Planning, Data
Collection, Needs Assessment

OVERVIEW: This workbook is an update to Interagency Workbook for
Serving Preschool Handicapped Children, 1980. It suggests a
concrete procedure for communities to use in collecting and
summarizing information in an effort to coordinate services to
preschool handicapped children and their families. The workbook
may be used to : 1) develop plans based on community needs;
2) assist in evaluating the progress of community activities,
3) assist in making revisions in the plans and sharing changes
with participants, and 4) assist in requesting funds for services
not available in the community. With collaborative projects,
discussions regarding the establishment of specific goals often
become bogged down in semantic or philosophic arguments. The
authors present an example of a concrete, measurable goal which
may serve as the "objective" for any community effort and is
referred to regularly throughout the workbook. The authors
emphasize the necessity of keeping progress toward the goal
measurable and concrete. One of the major causes of failure in
these efforts is the lack of clarity and shared understanding of
what the cooperation is trying to accomplish. The workbook
addresses these problems throughout its five sections:
I. Identifying Participating Groups; II. Collecting Numerical
Data; III. Determining Needs of Target Population; IV. Surveying
Service Providers; and V. Finalizing Community Needs. Each
section contains a narrative regarding tasks to be accomplished

Community Workbook for Collaborative Services to
Preschool Handicapped Children (Continued)

during that stage and worksheets which can be used to assist the community group in accomplishing them. Suggested definitions for terms used in the community surveys are also included.

COMMENT: This workbook is primarily a beginning for community collaborative planning and coordination of services -- a first step toward the development of a continuum of services for preschool handicapped children and their families. See companion handbook, "Developing a Community Team."

ABS: MARRC/LSC, 5/7/82

II-42A

TITLE: Developing A Community Team

AUTHOR: Magrab, Phyllis; Elder, Jerry; Kazuk, Ellie; Pelosi, John;
Wiegerink, Ronald

PUBLISHER: American Association of University Affiliated Programs
for the Developmentally Disabled
1234 Mass. Ave., N.W., Suite 813
Washington, DC 20005

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare

PUBLICATION DATE: N/A

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 41

COST: \$3.00

PHYSICAL FORMAT: Guide, Manual

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Community Involvement, Communication,
Cooperative Planning

OVERVIEW: This handbook is a companion volume to the Community Workbook for Collaborative Services to Preschool Handicapped Children (page). The purpose of Chapter One is to assist in the initial process of organizing the first community team meeting and generating individuals and agencies interested in participation. Four process steps are discussed: a) clarifying a purpose for the initial meeting, b) deciding who should be invited to participate, c) selecting the appropriate method for inviting participants, and d) planning and conducting the initial meeting. Chapter Two addresses the issues of structure and organization, community needs, and the problems which arise in attempting to address these issues. Chapter Three includes a description of steps to be taken to develop an Action Plan. The phases include 1) generating a list of beliefs about the team and its purposes, 2) specifying the team mission, 3) specifying problem areas, and 4) translating specific problem areas into goal statements. In any community effort there is an array of human factors that effect goal achievement. The key areas that emerge as important factors include leadership, role clarification, group atmosphere and the decision making process. Chapter Four discusses each of these areas, and raises questions for community teams to address around issues that can emerge in each area.

ABS: MARRC/LSC, 5/7/82

TITLE: Planning Guidelines for Coordinated Agency Transportation Services

AUTHOR: Applied Resources Integration, Ltd., Boston, MA

PUBLISHER: Social Services Research Institute
Washington, DC

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
Office of Human Development Services
Department of Transportation
Urban Mass Transportation Administration

PUBLICATION DATE: April 1980

RRC PRODUCED: No

AVAILABLE THROUGH: WRI, Suite 810
1015 18th St., N.W.
Washington, DC 20036

LANGUAGE: English

PAGES: 51

COST: \$2.95

PHYSICAL FORMAT: Guide, Report

TARGET AUDIENCE: Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Cooperative Planning, Funding, Models

OVERVIEW: The goal of transportation coordination is a more responsive, efficient and reliable transportation system developed through the cooperative use of resources in the local community. The purpose of these guidelines (the first report in a two part series) is to provide assistance in the identification and assessment of coordination concepts that are feasible for a local community. It describes the concept of coordination, its potential benefits to the human service agency network and the community, and its applications in a variety of settings. Chapter one describes the basis for coordinating planning within the present community transportation structure. Chapters 2 and 3 describe coordination approaches that can correct an array of potential deficiencies including: operation of vehicles by numerous agencies resulting in inefficient use of vehicles; difficulty of securing adequate transportation services for their clients at reasonable cost; need for alternatives to existing public transit; and disparities in rates or quality for similar transportation services. Chapter 4 describes the coordination planning approach based on an analysis of current conditions and an assessment of coordination potential. Chapter 5 describes the coordination planning process in urban and rural settings, dealing with institutional arrangements, community organizations, and the regulatory environment. While the focus of these guidelines is

Planning Guidelines for Coordinated Agency Transportation
Services (Continued)

primarily on human service agency transportation services, there is also an emphasis on coordination with public and private transportation providers. See companion volume, "Implementation Guidelines for Coordinated Agency Transportation Services."

ABS: MARRC/LSC, 5/7/82

TITLE: Implementation Guidelines for Coordinated Agency
Transportation Services

AUTHOR: Applied Resources Integration, Ltd., Boston, MA

PUBLISHER: Social Services Research Institute
Washington, DC

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Human Development Services
Department of Transportation
Urban Mass Transportation Administration

PUBLICATION DATE: April 1980

RRC PRODUCED: No

AVAILABLE THROUGH: WRI, Suite 810
1015 18th St., N.W.
Washington, DC 20036

LANGUAGE: English

PAGES: 83

COST: \$3.45

PHYSICAL FORMAT: Guide, Manual

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Cooperative Planning, Funding, Models

OVERVIEW: These implementation guidelines are the second volume of a two-part set on coordination of transportation. They describe the process by which a conceptual coordination plan is turned into an operating system. The intent of this document is to provide tools and knowledge that will simplify local efforts. Chapter 1 describes the method for determining the level of effort needed for the implementation phase, a function of the concepts to be implemented, the number of agencies participating, and the type of organization managing the system. Chapter 2 describes the variety of organizations that could potentially run the coordination project, including local governmental bodies, human service agencies, public transit operators, private transit operators, and private nonprofit organizations formed specifically for this purpose. Chapter 3 describes system design considerations for each of the coordination concepts, and Chapter 4 presents financial planning and management information considerations relevant to each coordination concept. In Chapter 5, requirements for regulatory permits and insurances are outlined; and the development of contracts between the coordination agency and agency participants, crucial to the final development of the system, is described in Chapter 6. Sample contracts from a number of sites currently engaged in coordination efforts are presented to illustrate the requirements for an

Implementation Guidelines for Coordinated Agency
Transportation Services (Continued)

effective contract. Chapter 7 describes hiring considerations and includes job descriptions for each position commonly required. See companion volume, "Planning Guidelines for Coordinated Agency Transportation Services."

ABS: MARRC/LSC, 5/7/82

II-45A

TITLE: Making It Work in Rural Communities: Effective Strategies
in the Collection and Analysis of Cost Data in Rural
Programs

AUTHOR: Black, Talbot; Hutinger, Patricia (Editors)

PUBLISHER: The Rural Network
Western Illinois University
College of Education
Horrabin Hall, Room 27
Macomb, IL 61455

FUNDING INSTITUTION: U.S. Department of Education

PUBLICATION DATE: June 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 48

COST: \$4.00

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Fiscal Accountability, Funding, Shared
Services, Data Collection, Rural Education

OVERVIEW: The purpose of this monograph is to present broad considerations related to the collection and analysis of cost information in programs for young handicapped children. These considerations are illustrated with examples of systems used in four rural Handicapped Children's Early Education Program (HCEEP) projects. Multiple uses for cost information are identified with emphasis placed on the benefits of cost analysis such as program monitoring and management decision-making. Three of the projects described routinely use computers for data storage and retrieval. Two levels of cost data collection (assembling cost data by program components, and determining costs by objective/activity) are represented. Each project emphasizes personnel costs, as well as factors related to time and activities. Uses of cost data collection and analysis are noted, such as: informing potential funding sources of time, activities and cost; management tools; simplifying preparation of new budgets; keeping staff on task; decision making related to program activities and future planning; and greater accountability and task accomplishment. The systems in operation at four projects can be used to differentiate between costs related to model development and those related to service delivery.

ABS: MARRC/LCS, 5/7/82

TITLE: Making It Work in Rural Communities: Securing Funding
in Rural Programs for Young Handicapped Children

AUTHOR: Garland, Corinne Welt; Moreau, Arthur J.; Weil, Jane

PUBLISHER: The Rural Network
Western Illinois University
College of Education
Horrabin Hall, Room 27
Macomb, IL 61455

FUNDING INSTITUTION: U.S. Department of Education

PUBLICATION DATE: June 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 33

COST: \$4.00

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Shared Services, Funding,
Rural Education

OVERVIEW: Securing funds to support programs for the young handicapped child is a major problem for rural service providers. The purpose of this monograph is to provide practical suggestions. Part I outlines and discusses nine steps in the process: 1) Define the Needy, 2) Determine Responsibility, 3) Identify Resources, 4) "The Medium is the Message," 5) Choosing Your Targets, 6) Building the Fund Raising Team, 7) Public Relations, 8) The Great Event, and 9) Evaluation. Part Two addresses securing state funds for rural programs. Part Three focuses on securing funds from foundations and corporations for rural programs.

ABS: MARRC/LCS, 5/7/82

TITLE: Making It Work in Rural Communities: Cost Effective
Delivery Strategies in Rural Areas, Programs for Young
Handicapped Children (Vol. I)

AUTHOR: Black, Talbot; Huting, Patricia (Editors)

PUBLISHER: The Rural Network
Western Illinois University
College of Education
Horrabin Hall, Room 27
Macomb, IL 61455

FUNDING INSTITUTION: U.S. Department of Education

PUBLICATION DATE: September 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 41

COST: \$4.00

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Funding, Program Evaluation, Models

OVERVIEW: What benefits will it provide? What will it cost? Can we afford it? These are basic questions a school board, superintendent or agency head must ask when considering whether to support a program. The major purpose of this publication is to provide some examples of cost effective rural service delivery programs for young handicapped children. Contained in this monograph are program descriptions of five effective delivery practices that follow a common format, with a cost-per-child figure. The authors request readers' judgement whether the cost is reasonable in the light of services and benefits provided. Included in the Appendix is a sample format for those projects wishing to contribute to the monograph.

ABS: MARRC/LCS, 5/7/82

TITLE: Making It Work in Rural Communities: Interagency
Coordination -- A Necessity in Rural Programs

AUTHOR: Threet, Steve, and Others

PUBLISHER: The Rural Network
Western Illinois University
College of Education
Horrabin Hall, Room 27
Macomb, IL 61455

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education

PUBLICATION DATE: June 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 53

COST: \$3.00

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Administrators, Advocates, Policy Formulators,
Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Agency Role, Communication, Rural Education,
Shared Services, Interagency Personnel
Training, Models, Early Childhood Programs

OVERVIEW: The purpose of this monograph is to illustrate how early childhood personnel can work together to eliminate overlap in their services, to keep communication open, and to assist each other in providing appropriate and quality services to young handicapped children residing in rural areas. The first paper defines interagency coordination, explains the different types of interagency relationships and summarizes the factors which facilitate successful and ongoing interagency coordination. The second paper illustrates that while agencies in rural communities have coordinated their service delivery efforts in the past, the staff of these agencies, according to the results of national surveys, feel considerable lack of strength and skills when it comes to applying the concepts of coordination to their efforts. The next two papers illustrate problems which may arise in developing and maintaining efforts in interagency cooperation, then suggest solutions or ways to counteract these concerns. The first deals with 1) state level concerns and the necessity of rural service personnel to become knowledgeable about the workings of their state; and 2) the concern or the necessity of communication at the local level. The second provides guidelines for establishing interagency cooperative efforts. The last section offers two different programs from the Rural Network which

Making It Work in Rural Communities: Interagency
Coordination -- A Necessity in Rural Programs (Continued)

have actively employed interagency cooperative strategies; the first by linking health and social service agencies and the families of handicapped children with these agencies; and the second by inservice training of personnel.

ABS: MARRC/LSC, 5/7/82

II-49A

TITLE: Human Services Monograph Series Number 13: Dimensions of Services Integration

AUTHOR: Center for Governmental Studies, Northern Illinois University

PUBLISHER: Project Share
P.O. Box 2309
Rockville, MD 20852

FUNDING INSTITUTION: U.S. Department of Health and Human Services
Office of the Assistant Secretary for Planning and Evaluation

PUBLICATION DATE: April 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 187 COST: Free while supplies last

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Policy Formulators, Administrators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Shared Services, Communication, Program Administration, Organizational Change, Cooperative Planning, Policy Development

OVERVIEW: The authors organize the dimensions of human services integration into four components: 1) services delivery, 2) program linkages, 3) policy management, and 4) organizational structure. Chapters 2-5 describe these four components in greater detail and address: the meaning of the dimension; its origin in practice and in literature; how it was developed in human services; specific policy expectations from the integrative changes; structural elements of the dimension; how the dimension relates to other dimensions; and concludes with statements about the accomplishments and shortfalls of the integrative activity. Chapter 6 discusses how each component might come together into a fully integrated system, the relationship between the dimension and measurable policy outputs and outcomes, and suggests further avenues for research.

COMMENT: The information in this report is offered more for the ideas represented than for a current history of services integration. It provides an exhaustive theoretical model for services integration, and the facilitating and inhibiting factors which influence the extent to which any particular jurisdiction will be able to adopt and implement such a strategy.

ABS: MARRC/LCS, 5/7/82

TITLE: Human Services Monograph Series Number 20: Refinancing and Reorganizing Human Services -- Interagency Net Budgeting and Other Fiscal Incentives

AUTHOR: Copeland, William C.; Iversen, Iver A.

PUBLISHER: Project Share
P.O. Box 2309
Rockville, MD 20852

FUNDING INSTITUTION: U.S. Department of Health and Human Services
Office of the Assistant Secretary for Planning and Evaluation

PUBLICATION DATE: June 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 71 COST: Single copies free while supply lasts

PHYSICAL FORMAT: Position Paper, Monograph

TARGET AUDIENCE: Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Shared Services, Program Development, Agency Role

OVERVIEW: This monograph discusses the necessity for program reform in human services agencies through the process of interagency net budgeting. The authors' intention is first to indicate how disincentives to reform result from current budgeting and programming practices and then to show how reform can be advanced, as demonstrated through the combined use of two approaches: maximization of federal funding, and program restructuring. ("Maximization" is defined as the state's search for all of the entitlements available under existing federal law and regulation). Large bureaucratic and political costs, mismanagement problems, single-agency budgeting and appropriation approaches, and federal accountability requirements rank among the disincentives to coordinate. Much of the analysis in this paper concerns "continuums of care." By reorganizing the flow of consumers/patients/clients, agencies can achieve better outcomes at the same cost, the same outcomes at some savings, or sometimes better outcomes at some savings. Examples of reorganized care systems, including techniques and instruments, are presented for long-term care; child welfare services, and a state MR/DD system. Interagency net budgeting should be the responsibility of the human services "superagency," with ongoing analysis of interaction between budgets of various agencies in a systematic and planned way. Basic techniques and recommendations on the implementation of maximizing States' Federal reimbursements for the cost of services are suggested.

ABS: MARRC/LCS, 5/7/82

TITLE: Human Services Monograph Series Number 26: Managing
Human Services with Less -- New Strategies for
Local Leaders

AUTHOR: Curtis, W. Robert

PUBLISHER: Project Share
P.O. Box 2309
Rockville, MD 20852

FUNDING INSTITUTION: U.S. Department of Health and Human
Services

PUBLICATION DATE: September 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 65 COST: Single copies free
of charge

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Advocates, Administrators, Policy Formulators,
Program Implementors, Supervisors

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Agency
Role, Cooperative Planning, Fiscal
Accountability, Funding, Local Agency
Procedures, State Agency Procedures,
Models

OVERVIEW: This monograph focuses on management, human services, scarce resources and local leadership. It chronicles three 10-year demonstration projects that experimented with new approaches to managing and delivering health care, mental health care, social services, and special education at three eastern locations in the United States during the '70s. The projects were designed to improve service with existing rather than additional resources. Improvement was achieved through new management techniques, reorganization of existing resources, and cooperation between state and local governments. Although the three projects successfully coordinated many local agencies and influenced vast local resources, they also demonstrated that the way human service agencies are structured at the state and federal levels does not, in fact, allow effective local management. Curtis's findings indicate that the three projects would have been more successful at managing existing resources if states had created a strong human services manager at the local level. The idea of management is developed in two directions: 1) incremental improvements versus 2) substantial reform. Curtis addresses the idea that some things can be done within the existing structure to improve the management of human services. Offered are a number of short term strategies that will facilitate change in current practices and define a direction for that change.

ABS: MARRC/LSC, 5/7/82

2

TITLE: Human Services Monograph Series Number 23: Strategic
Local Planning -- A Collaborative Model

AUTHOR: Delahanty, Delores S.; Atkins, G. Lawrence

PUBLISHER: Project Share
P.O. Box 2309
Rockville, MD 20852

FUNDING INSTITUTION: U.S. Department of Health and Human
Services
Office of the Assistant Secretary for
Planning and Evaluation

PUBLICATION DATE: July 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 68 COST: First one free while
supply lasts

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Policy
Development, Cooperative Planning

OVERVIEW: This monograph is based on the experiences of the authors while working with the Human Services Coordination Alliance of Louisville and Jefferson County, Kentucky, one of five federally funded projects established in the mid-70's to test the potential for local comprehensive human services planning. The authors place their project in historical perspective by looking at some of the previous experiences with comprehensive/collaborative planning and the criticisms these approaches have received. They discuss the specific context of their own project, the political issues that were involved, and their conceptual basis for the design as one example of a unique comprehensive planning model. The authors note that as local planning is often now assuming the role of "cutback decision-making," comprehensive/collaborative planning is likely to increase in importance. Many issues that the collaborative process raises are addressed in this monograph including the need to rationalize decision making, assure accountability, and establish multisource funding for human services.

COMMENT: This would be of particular value to persons looking for a rather in-depth scholarly analysis of the evolution of local comprehensive planning, and the social, economic and political forces that influence collaborative efforts.

ABS: MARRC/NLS, 5/7/82

TITLE: Community Readiness: Preparing for the Coordination of
Human Services (Volume I)

AUTHOR:

PUBLISHER: Human Services Coordination Alliance
916 Brown Education Center
675 River City Mall
Louisville, KY 40202
(505) 587-6813

FUNDING INSTITUTION: N/A

PUBLICATION DATE: Unknown

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
or
NTIS #SHR-0001643
5285 Port Royal Road
Springfield, VA 22161

LANGUAGE: English PAGES: 82 COST: \$5.00 (NTIS = \$9.50)

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Advocates, Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Community Involvement, Communication,
Interagency Agreements, Sanctions

OVERVIEW: The Human Services Coordination Alliance (HSCA) is a public non-profit corporation which is committed to coordinating, integrating and establishing linkage mechanisms for human services among participating agencies in the communities of Louisville and Jefferson County, Kentucky. The fully developed conceptual model consists of linkages at the levels of delivery, management, and planning. It also includes the establishment of an Intake, Screening, and Referral Network among existing agencies and the development of a comprehensive computerized data processing system. A series of 12 documents (continuously being updated) present descriptions of parts of the HSCA Model in developmental order and offer steps to be taken in setting up and maintaining the various components of the model. Volume 1, Community Awareness, is a guide to establishing "those conditions which favor the successful development of coordination mechanisms and practices within the community." Five stages, through which a community progresses are discussed: 1) awakening, 2) exploring and specifying, 3) sanctioning, 4) demonstration, and 5) sustaining. Each stage is described in detail touching on the following aspects: general nature or purpose of the stage; governance; structures; work activities; products and results; and general guidelines.

Community Readiness: Preparing for the Coordination of
Human Services (Volume I) (Continued)

The 11 other volumes are: Developing and Maintaining the Agency Resource File (Vol. 2); Developing and Using Tools for Service Selection (Vol. 3); The ISR Feedback System (Vol. 4); Client Evaluation of Referrals (Vol. 5), Building the Network (Vol. 6) (see abstract); Training (Vol. 7); Monitoring (Vol. 8), The HSCA Reference Book (Vol. 9), Utilizing ISR Information (Vol. 10), Achieving Accountability (Vol. 11), and Small Area Analysis: Developing Information on Social Conditions and Resources in Neighborhoods (Vol. 12).

ABS: MARRC/LSC, 5/7/82

II-54A

TITLE: Building the NETWORK: Installing the ISR System (Vol. 6)

AUTHOR: Human Services Coordination Alliance, Inc.

PUBLISHER: HSCA
916 Brown Education Center
675 River City Mall
Louisville, KY 40404
(502) 587-6813

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Atlanta, GA, Region IV

PUBLICATION DATE: November 1976

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
or
NTIS #SHR-0001648
5285 Port Royal Road
Springfield, VA 22161

LANGUAGE: English PAGES: 44 COST: \$4.00 (NTIS = \$6.50)

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Policy Formulators, Advocates

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Communication, Cooperative Planning, Data
Collection, Models, Information Systems

OVERVIEW: The sixth in a series of documents outlining the human services integration effort of the Human Services Coordination Alliance, Louisville, Kentucky, describes activities geared to developing the intake, screening, and referral (ISR) network to the community. The steps involved include: presenting information about the ISR network to service providers; helping applicants submit requests for installation of ISR capacity; appointing a site analyst for a pre-implementation study of the applying agency; gathering information about the applicant agency; deciding whether to add the agency to the system; meeting with the applicant to negotiate terms for installation of the ISR; and preparing and executing agreements with applicants to install and maintain the ISR system. The format of a contract between the service-integrating organization that has developed the ISR network and the applicant agency is discussed. Sample forms (request for installation of ISR system, pre-implementation site information, review form, contract, cost analysis sheet) are appended.

Building the NETWORK: Installing the ISR System (Vol. 6)
(Continued)

The 11 other volumes are: Community Readiness (Vol. 1) (see abstract); Developing and Maintaining the Agency Resource File (Vol. 2); Developing and Using Tools for Service Selection (Vol. 3); The ISR Feedback System (Vol. 4); Client Evaluation of Referrals (Vol. 5), Training (Vol. 7); Monitoring (Vol. 8), The HSCA Reference Book (Vol. 9), Utilizing ISR Information (Vol. 10), Achieving Accountability (Vol. 11), and Small Area Analysis: Developing Information on Social Conditions and Resources in Neighborhoods (Vol. 12).

ABS: MARRC/LSC, 5/7/82

TITLE: Model Social Service Record System: An Introduction
to Manual Use Integrated Services Delivery System

AUTHOR: Wandless Associates, Kansas City, MO

PUBLISHER: Division of Family Services
Missouri Department of Social Services
Jefferson City, MO

FUNDING INSTITUTION: N/A

PUBLICATION DATE: February 1977

RRC PRODUCED: No

AVAILABLE THROUGH: NTIS #SHR-0001882
5285 Port Royal Road
Springfield, VA 22161
Executive Summary free from
Project Share
P.O. Box 2309
Rockville, MD 20852

LANGUAGE: English PAGES: 137 COST: \$7.25 plus postage

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Administrators, Policy Formulators, Program
Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Information Systems, Models, Shared Services,
Data Collection

OVERVIEW: A model social service record system is introduced to assist social service professionals interested in adopting improved record keeping, tracking, and management information procedures. The model system is designed to support the delivery of comprehensive social services, to maintain client-oriented case records, and to generate management and tracking reports. It has been designed so that it can be computerized. The conceptual framework of the Model System includes four central concepts. 1) The service coordination concept holds that, regardless of the number of services or service providers specified in the client's service plan, one individual -- the service coordinator -- is responsible for seeing that the services planned are delivered and that, as a consequence, the client's goal is achieved. The coordinator has the continuing responsibility to confirm planned services, to ensure that the client has begun services on schedule, to monitor progress, to review the status of completed services, and to assess the client's request or need for additional services. 2) The goal oriented model requires that services be related to a predefined goal in the areas of self-support, self-sufficiency, protection of children and adults, community-based or home-based care, or institutional care. 3) The

Model Social Service Record System: An Introduction
to Manual Use Integrated Services Delivery System (Continued)

problem list serves as an index to the client's record. 4) The service plan refers to all of the client's plans and is a list of all of the services planned for all of the client's problems. The data required by the model system is collected on client-oriented forms primarily created by the service coordinator and subsequently sent to the agency data-processing clerk for batching and forwarding to the central records unit. Data collection procedures are outlined for contact, intake, problem determination, service planning, service delivery, and case closure. Copies of each form are provided. The data collected by the system can be used in reports which analyze relationships among goals, problems, service mix, costs, client types, and outcomes; in reports on caseload activities in the current period; and in quarterly and year-to-date caseload summaries. Examples of the following reports are presented: analysis of contacts and openings by chief service request; client characteristics at case opening; client characteristics at case closing; service coordinator's list of cases opened; analysis of case closings; agency caseload report; cases requiring review; unplanned, unscheduled, or overdue services; service cost allocation report; and social service invoice. Information on operating the model social service record system manually is presented in the appendix; it also includes sections on information system rules, data elements, files, file maintenance processing, report generation, and conceptual computer design features. The model social service record system introduction is accompanied by a service coordination handbook which describes in detail casework procedures and data collection instructions.

ABS: MARRC/LCS, 5/7/82

TITLE: Integrated Services Delivery System: Service Coordination Handbook

AUTHOR: Wandless Associates, Kansas City, MO

PUBLISHER: Divison of Family Services
Missouri Dept. of Social Services
Jefferson City, MO

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1976

RRC PRODUCED: No

AVAILABLE THROUGH: NTIS #SHR-0001670
5285 Port Royal Road
Springfield, VA 22161
Executive Summary free from
Project Share
P.O. Box 2309
Rockville, MD 20852

LANGUAGE: English PAGES: 132 COST: \$7.25 plus postage

PHYSICAL FORMAT: Handbook

TARGET AUDIENCE: Administrators, Policy Formulators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Shared Services, Data Collection, Information Systems, Models

OVERVIEW: The handbook was developed for the Integrated Services Delivery System planned for the City of Columbia and Boone County, MO. The handbook provides a view of the model social service record system in operation and can serve as a guide for interested agencies, describing casework procedures and data collection insructions for generating input data. The handbook is divided into three sections and two appendices. Section I outlines the primary features of the Columbia system, including its client, goal, and planning orientation; use of the service plan as the central coordinating mechanism; and self-policing feature. Section II covers basic concepts of service coordination, including the primary client, service coordinator, goal-oriented social services model, problem list, service plan, service delivery reporting, and event reporting. Section III outlines service coordination procedures at each point on the client pathway, including contact and intake, problem determination and goal setting, service plan development, service delivery, progress assessment and management, closure, and follow-up. Appendix I presents the basic data collection forms, which are the same as those described and illustrated in the system introduction,

Integrated Services Delivery System: Service Coordination
Handbook (Continued)

together with detailed instructions for preparing and using the forms. Formats of key reports used by service coordinators are also described. Appendix II describes basic procedures for maintaining the confidentiality of clients' records.

ABS: MARRC/LCS, 5/7/82

II-57A

TITLE: The Process of Collaboration

AUTHOR: Mathers, Mike

PUBLISHER: Chapel Hill Training Outreach Project
Lincoln Center
Chapel Hill, NC 27514

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 15 minutes COST: \$45.00

PHYSICAL FORMAT: Audio-visual Aid

TARGET AUDIENCE: Advocates, Administrators, Parents, Program
Implementors, Supervisors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Shared Services, Comprehensive Services,
Early Childhood Programs, Community
Involvement, Preservice Training

OVERVIEW: This slide/tape presentation presents a rationale for Head Start Collaboration with all local institutions (and particularly the Local Education Agency) which share the common goal of providing services to children with handicaps and their families. Several areas of potential collaboration are discussed. Collaboration for the transition of handicapped children from Head Start to the LEA is vital if the child and the child's family are to experience a smooth entry into the public school system. Other areas for potential collaboration include: Child find/recruitment; screening; diagnosis; staff training; transportation; sharing of staff, facilities and equipment; combining purchasing power; and others. A step-by-step process for collaboration is also presented, beginning with a self-analysis of goals, objectives and resources. Next, contact with potential collaborating agencies should be initiated at which time this resource information can be shared. This should be followed by an attempt to mutually generate ideas and develop plans for collaboration projects. Successful implementation of these collaborative efforts depend on: 1) equality in decision-making and commitments, 2) equal access to dependable information, 3) expectation of mutual advantage, 4) clearly stated plans, and 5) clear focus on common goals.

ABS: MARRC/LCS, 5/7/82

TITLE: Building the Collaborative Community: Mobilizing
Citizens for Action

AUTHOR: Schindler-Rainman, Eva; Lippitt, Ronald

PUBLISHER: University of California Extension
Riverside, CA

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Developmental Publications
5605 Lamar Road
Bethesda, MD 20816
(301) 320-4409

LANGUAGE: English

PAGES: 164 COST: \$6.50

PHYSICAL FORMAT: Book

TARGET AUDIENCE: Advocates, Administrators, Program Implementors,
Supervisors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Cooperative Planning, Community Involvement,
Group Dynamics

OVERVIEW: The authors describe tested strategies for rebuilding collaborative communities to aid in the provision of comprehensive human services. Provided is a report of their seven year explorations (1970-1977) with 88 communities of varying sizes across the United States and Canada. A condensed, concrete example for developing collaboration and action, including underlying assumptions and guidelines, is given. Start-up activities and designs for planning are reported in detail. Examples of community collaborative efforts are discussed to illustrate the variety of goals, project designs and products. Data about the follow-through and outcomes of these community mobilization efforts is summarized. Some guidelines and implications for development of leadership and consultant competencies in collaborative community ventures are discussed. The authors also share their learnings for improving the development of the collaborative community. Some suggestions for applying these concepts to other systems -- such as state agencies, national organizations, multinational corporations, and international organizations -- are presented. The last 56 pages consist of useful tools for collaborative meetings, some of which include: "Sample Leadership-Facilitator Guidelines," "Evaluation, Feedback and Stop Session Samples," and a "Checklist for Planning Meetings."

ABS: MARRC/LSC, 5/7/82

TITLE: Education, Training and Employment for
Vocationally-At-Risk Youth: An Overview

AUTHOR: Consortium on Education for Employment

PUBLISHER: Consortium on Education for Employment
Washington, DC

FUNDING INSTITUTION: U.S. Department of Labor
Employment and Training Administration
Office of Youth Programs

PUBLICATION DATE: 1981

RRC PRODUCED: No

AVAILABLE THROUGH: The National Governors' Association
Hall of the States
444 North Capitol Street, N.W.
Washington, DC 20001

LANGUAGE: English PAGES: 70 COST: Free while supplies last

PHYSICAL FORMAT: Mini Review, Position Paper

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Vocational Education, Policy Development

OVERVIEW: Working in cooperation with public and private constituencies and government agencies in all of the States, the Consortium has studied the issue of the transition of youth from education into the world of work. The findings and recommendations have been compiled in a set of volumes each of which deals with a particular aspect of the problem. This volume contains an overview of the nation's education, training and employment programs as they currently affect vocationally-at-risk youth, and a discussion of what these programs might become. The uncoordinated nature of the present approach to the youth employment problem has often been attributed to "turf battles." The problems are structural, rooted in differences in program financing, program accountability and governance. This volume addresses the matter of coordination of service delivery as critical to any youth employment strategy in any state. It suggests that employment coordination strategy must become the responsibility of general state governance, at least in the initial phases of strategy development. A process model is outlined which is intended to serve as a stimulus for strategic planning for coordination. Other volumes deal with: the problem of credentialing young people for work; the issues surrounding institutional standards and quality; a description of recommended practices for a client-centered, individualized approach to vocational preparation; and discussions of particular segments of the youth population who are vocationally at risk.

ABS: MARRC/LSC, 5/7/82

TITLE: Integration of Services is a Process, Not a Product

AUTHOR: San Jose State University, California Joint Center for
Human Services Development

PUBLISHER: U.S. Department of Health, Education and Welfare
Social and Rehabilitation Service
San Francisco, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare

PUBLICATION DATE: 1976

RRC PRODUCED: No

AVAILABLE THROUGH: NTIS #SHR-0001174
5285 Port Royal Road
Springfield, VA 22161
or
Project Share
P.O. Box 2309
Rockville, MD 20852

LANGUAGE: English PAGES: 160 COST: \$8.00 (Executive
summary free from
Project Share)

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Administrators, Policy Formulators, Supervisors,
Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Program Development, Policy Development,
Inservice Training, Communication

OVERVIEW: The goal of the Training for the Integration of Services (TIOS) project was to enable participants to improve the processes by which they plan, manage, and implement integrated services programs and organizations. Five objectives were set: 1) identify and describe the universe of multiservice or interagency arrangements for the specific delivery of health and social services in the Bay Area of San Francisco, California, 2) assess the factors facilitating or inhibiting the processes of planning policy and managing and programming integrated services; 3) develop and test sets of guidelines and other materials for improving such processes with appropriate personnel at the levels of policy, management, and program; 4) conduct a series of short-term training programs for a total of up to 18 sets of organizations who are ready to engage in method and process training; and 5) share the results of these experiences with other related, interested groups. The TIOS project conducted a series of seminars and workshops on services integration during which the participants learned concepts and practiced skills to help in team building, conflict resolution, decisionmaking, interpersonal

Integration of Services is a Process, Not a Product (Continued)

communication, and managing change. Findings and conclusions are presented as working hypotheses for the integration of services in terms of the individual, the task, the work group, the organization, and the macrosystem. A survey for project planning information, agendas, and generic models for seminars are appended. (Project Share)

ABS: MARRC/LSC, 5/7/82

II-61A

TITLE: Central Intake and Systemized Referral Approach (CISRA)
AUTHOR: Mon Valley Health and Welfare Council, Inc.
PUBLISHER: Mon Valley Health & Welfare Council, Inc.
Monessen, PA
FUNDING INSTITUTION: N/A
PUBLICATION DATE: March 1975 RRC PRODUCED: No
AVAILABLE THROUGH: #SHR-0000663
Project Share
P.O. Box 2309
Rockville, MD 20852
LANGUAGE: English PAGES: 79 COST: \$5.00 plus postage
(Executive summary free)
PHYSICAL FORMAT: Evaluative Report
TARGET AUDIENCE: Administrators, Policy Formulators, Program
Implementors
SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Data Collection, Information Systems,
Shared Services

OVERVIEW: The Central Intake and Systemized Referral Approach (CISRA) to the delivery of human services in the Mon Valley of Pennsylvania is described. CISRA provides a mechanism through which intake, referral, follow-up, and evaluation can be performed for a coalition of organizations, each maintaining its autonomy but participating in joint planning and programming. CISRA's development was based on the Mon Valley Management Data System, an information system for the collection and ongoing analysis of health services utilization information. Uniform intake information is collected on all clients entering the delivery system; client perceptions and funding information are also entered into the computer system. An interactive computer process is used, with computer terminals located in all participating agencies. Emphasis is placed on the sharing of client information among agencies, while at the same time ensuring the confidentiality of patient information. Services included in the umbrella system are: health, mental health, social services, services to the aged, and services for children and youth. A chronology and a task matrix are included, as are organizational flow charts, a publication describing services integration in the Mon Valley, consent forms, intake forms, an agency opinion questionnaire, and a client referral form manual. Portions of this document are not fully legible. (Project Share)

ABS: MARRC/LSC, 5/7/82

TITLE: New Directions for Education and Work: Implementing
New Education Work Policies, No. 3

AUTHOR: Barton, Paul E. (Editor)

PUBLISHER: New Direction Subscriptions
Jossey-Bass, Inc.
433 California Street
San Francisco, CA 94104

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 120 COST: \$15/year sub.

PHYSICAL FORMAT: Journal

TARGET AUDIENCE: Advocates, Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Collaborative Training, Policy Development

OVERVIEW: Paul Barton introduces this collection of eleven position papers on the relationship between the worlds of education and work and the development of an education-work policy. The concept of collaboration between business, union, education and government in improving the transition of students from school to work are discussed. Examples of community collaborative efforts are described as well as university and industry education programs for youth employment. Highlighted is the need for closer linkages between educational and labor market training systems. The idea of the second-career program, mandated by federal legislation, is also explored.

ABS: MARRC/LSC, 5/7/82

TITLE: Human Services Planning at State and Local Levels: The Design of Planning Networks

AUTHOR: Austin, David M.

PUBLISHER: Center for Social Work Research
School of Social Work
The University of Texas at Austin

FUNDING INSTITUTION: N/A

PUBLICATION DATE: April 1976

RRC PRODUCED: No

AVAILABLE THROUGH: NTIS
SHR-0000752
5285 Port Royal Road
Springfield, VA 22161

LANGUAGE: English PAGES: 54 COST: \$8.00

PHYSICAL FORMAT: Conference Paper

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Community Involvement, State Agency
Procedures, Local Agency Procedures,
Cooperative Planning, Program Administration,
Management Systems, Organizational Change

OVERVIEW: Following a brief review of the historical background of human services planning in the United States, factors involved in the 1976 expansion of human services planning activities are described, and ways in which the vertical network of planning activities has emerged in Texas are examined. The discussion of the context of human services planning addresses the concept of new federalism, State plan requirements, community alternatives, public awareness, and the rate of social change. The description of the emergence of human services planning networks notes organizational changes in both State single-purpose agencies and general-purpose governments. Key elements in the evolving networks are identified as the elaboration of technical staff components at all levels of government and the development of a pattern of vertical interaction, particularly between local general-purpose governments and State single-purpose agencies. The emergence of elaborative vertical intergovernmental human services networks, as exemplified by trends in the State of Texas, is said to be the result of two sets of forces: moves by State single-purpose agencies to decentralize both program operations and management functions, and efforts by local general-purpose governments to combine their forces to achieve more effective representation in State-level decisionmaking. Issues relevant to community planning processes within the State-local network of

Human Services Planning at State and Local Levels: The
Design of Planning Networks (Continued)

human services programs are discussed, including development of an analytic framework for examining human service programs within a single community and specification of planning authority within the community. (Project Share)

ABS: MARRC/LSC, 5/7/82

II-64A

TITLE: Interagency Collaboration: A Sampling of Agreements

AUTHOR: Osteen, Beverly (Compiler)

PUBLISHER: Project Forum
National Association of State Directors of Special
Education
1201 16th St., N.W.
Washington, DC 20036

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education
Division of Media Services

PUBLICATION DATE: 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 325 COST: Reproduction Costs

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Interagency Agreements, Shared Services,
Agency Role, Related Services, Case
Management, Program Evaluation, Program
Development, Fiscal Accountability

OVERVIEW: This document contains 25 examples of interagency agreements both at state and local levels. A wide selection of organizations, purposes, provisions and age ranges of recipients are included in the agreements. The types of organizations involved include Head Start, public schools, government agencies, handicapped services organizations, hospitals and state universities. Various provisions provided by the agreements include combinations of screening, identification and assessment services, delineation of eligibility criteria, referral and placement, program planning, and shared services. Other agreements provide for tracking systems, outline administrative policies, agency responsibility, procedures for compliance monitoring, evaluation of services, protection of rights, and inservice training and budget variables.

COMMENT: This compendium should be useful as a guide for reviewing working interagency agreements.

ABS: MARRC/LSC, 5/7/82

TITLE: Cooperative Planning for the Handicapped: Resource Manual

AUTHOR: Maryland State Department of Education

PUBLISHER: Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 181 COST: None

PHYSICAL FORMAT: Manual, Resource Material

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Interagency Agreements, Vocational Education,
Cooperative Planning, Federal Legislation,
State Agency Procedures, Local Agency
Procedures

OVERVIEW: The Maryland State Department of Education has in place a cooperative agreement among the Divisions of Special Education, Vocational-Technical Education, and Vocational Rehabilitation to increase career awareness and occupational preparation for handicapped students. This administrative manual is designed to assist local school systems in developing administrative policies and programs to facilitate the delivery of vocational education, and is an aid for the respective divisions in implementing the agreement. Chapter One provides a brief overview of the federal and state laws relating to the education of handicapped persons. Services and activities funded through this legislation are discussed. A copy of the agreement developed by the three divisions clarifying the commitment of local education agencies to develop an integrated and coordinated service delivery system is included in Chapter Two. Chapter Three discusses state and local service delivery, funding policies, planning, information management, and the provision of inservice education. The identification of students, the admission, review and dismissal procedures, development of IEP's, removal of barriers to equal access, and the delivery of services are discussed in Chapter Four. Chapter Five addresses the provisions of career and vocational education programs; and Chapter Six examines monitoring and evaluation systems established by the three divisions. Five Appendices include the cooperative agreement, levels of Special Education Service in Maryland, a Glossary of terms and definitions, and a bibliography of resource materials.

ABS: MARRC/LSC, 5/7/82

TITLE: Human Services Integration: State Functions in Implementation

AUTHOR: The Council of State Governments

PUBLISHER: The Council of State Governments
Iron Works Pike
Lexington, KY 40511

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare

PUBLICATION DATE: September 1974

RRC PRODUCED: No

AVAILABLE THROUGH: William S. Hein and Company
1283 Main Street
Buffalo, NY 14209

LANGUAGE: English

PAGES: 89

COST: \$3.50

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Program Administration, Agency Role, Policy Development, Federal Legislation, Models

OVERVIEW: This is a report on the role of states in human services integration (HSI). The project was developed following a 50-state mail survey, and by means of site visits to 20 states. The survey addressed a variety of human resource administration situations. The Institute gathered information on functions of consolidated state human resource agencies, the perceptions of agency officials on the nature of human services integration, and their priorities in achieving it. A brief summary of project results is presented with conclusions and questions generated as a result of the study in the areas of: human services reorganization; implementation of reorganization and integration plans; and federal-state relations. The report discusses these conclusions and suggestions in terms of: problems and issues, organization of human services programs, the management of human resource agencies, and the key factors in reorganizing state human resources agencies.

ABS: MARRC/LSC, 5/7/82

TITLE: Human Resource Agencies: Administrative Support Services

AUTHOR: Bell, George A. (Compiler)

PUBLISHER: The Council of State Governments
Iron Works Pike
Lexington, KY 40511

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare

PUBLICATION DATE: April 1975

RFC PRODUCED: No

AVAILABLE THROUGH: William S. Hein and Company
1283 Main Street
Buffalo, NY 14209

LANGUAGE: English

PAGES: 37

COST: \$3.00

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Program Administration, Agency Role, Technical Assistance

OVERVIEW: This study of administrative support services in a comprehensive human resource agency (CHRA) is one of a series of analyses prepared subsequent to a survey by the Council of State Governments. This study, Human Services Integration: State Functions in Implementation, explores the functions of administrative services in accomplishing the objectives of a large department with diverse services in its efforts to coordinate and integrate its services. It is concerned with those functions that are critical to the implementation of a comprehensive resource agency, such as planning, budgeting, financial management, personnel management, monitoring, evaluation, legislative liaison and public information. An analysis of the objectives of centralized administrative services are discussed: identifying departmental goals and objectives; identifying areas of service needs; determining programs and management procedures; estimating needed resources; improving economy, efficiency, and effectiveness; evaluating program accomplishment; encouraging and supplementing divisional administrative services; coordinating programs; and assuring conformance with operating policies. The report focuses on integration or coordination as its basic purpose.

ABS: MARRC/LSC, 5/7/82

TITLE: Human Resource Agencies: Creating a Regional Structure

AUTHOR: Howard, Dick (Compiler)

PUBLISHER: The Council of State Governments
Iron Works Pike
Lexington, KY 40511

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare

PUBLICATION DATE: April 1975

RRC PRODUCED: No

AVAILABLE THROUGH: William S. Hein and Company
1283 Main Street
Buffalo, NY 14209

LANGUAGE: English

PAGES: 64

COST: \$3.00

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Program
Administration, Communication, Models

OVERVIEW: This report represents a continuation of the Council of State Governments' study (Human Services Integration: State Functions in Implementation) which revealed that one of the most difficult aspects of reorganization for comprehensive human resource agencies was the creation of a regional structure. Reasons for creating a regional organization are generally related to improved communications, better response to local conditions and improved coordination in the planning and delivery of human services. The characteristics of regional boundaries affect the roles and decision-making process of administrators within each region. Creating a regional structure does not insure coordination, but there are devices that in various combinations can aid coordination. These range from "line authority delegated to a regional director" to co-location of personnel. This report, its chief concern being improved coordination, is divided into two major parts. The first examines the topics of: regional boundaries; coordinating mechanisms and powers within a comprehensive human resource agency; coordinating other agencies at the regional level; decentralizing administrative support services; regional citizens' advisory councils; and personnel problems associated with regionalization. The second part consists of a brief description of the regional structures of the nine states represented, with organization charts of their regional/field office systems.

ABS: MARRC/LSC, 5/7/82

TITLE: Human Services: A Framework for Decision-Making

AUTHOR: Roederer, Doug; Hardin, Richard

PUBLISHER: The Council of State Governments
Iron Works Pike
Lexington, KY 40511

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare

PUBLICATION DATE: December 1975

RRC PRODUCED: No

AVAILABLE THROUGH: William S. Hein and Company
1283 Main Street
Buffalo, NY 14209

LANGUAGE: English

PAGES: 53

COST: \$3.00

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Program
Administration, Shared Services, Models

OVERVIEW: One of the problems observed during the Council of State Governments' study of state human service organizations and their impact on human service integration has been the difficulty "general-purpose" government officials have in understanding and making decisions about the service delivery system. The problem is exacerbated by the absence of a basis for communication between these officials and the professionals who administer human service programs. Top decision-makers may focus their attention on sub-elements of the system without regard to the direct and indirect impact their decisions have on other elements. The result is often unnecessary duplication of certain services, gaps in other needed services, confusion among clients and service deliverers, and an inefficient allocation of limited resources. The objective of this report is to describe a framework which can be utilized to establish communication between them, and to establish a basis for making the critical decisions which affect the programs and clients they serve. The model divides services into a continuum of four levels of care which indicate a degree of dependency on the system of human services. Also indicated are the services available at each of the four levels and the facilities where these services could be provided. The model designates 13 client or target groups most frequently in need of human services. Charts showing the particular arrangement of services and facilities for each of the 13 groups are presented. The framework does not attempt to deal with the organizational ties of various facilities. It has applicability to a broad range of decision-making situations in planning, evaluating, allocating resources, and needs assessment in delivering human services.

ABS: MARRC/LSC, 5/7/82

TITLE: Strategies for Interagency Linkages: A Literature Review

AUTHOR: Roessler, Richard; Mack, Greta

PUBLISHER: Arkansas Rehabilitation Research and Training Center
Fayetteville, AR

FUNDING INSTITUTION: N/A

PUBLICATION DATE: November 1975

RRC PRODUCED: No

AVAILABLE THROUGH: NTIS #SHR-0000707
5285 Port Royal Road
Springfield, VA 22161

LANGUAGE: English

PAGES: 29

COST: \$4.00

PHYSICAL FORMAT: Pamphlet

TARGET AUDIENCE: Administrators, Policy Formulators, Program
Implementors, Supervisors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Communication, Cooperative Planning, Models,
Vocational Services

OVERVIEW: Literature on strategies for interagency linkages in the delivery of human services is reviewed. Interagency linkages and service coordination are central concerns of individual agencies and the federal government. At the federal level, the Allied Services Act calls for innovative approaches to the coordination of social and rehabilitative services. The purpose of the Act is to support state and local coordination efforts in order to eliminate duplication and gaps in human services. The effect of attitudinal factors on the initiation of interagency linkages is discussed. Three mechanisms are identified for improving attitudes toward coordination: (1) domain consensus, agreement regarding the nature of tasks confronted by organizations and appropriate approaches to those tasks; (2) ideological consensus, agreement regarding the nature of tasks confronted by organizations and appropriate approaches to those tasks; and (3) interorganizational evaluation consensus, a judgment by workers in one organization on the value of work in another organization. It is felt that a consensus can be reached if agency representatives participate in the planning stages of a coordinated system. Ad hoc case coordination is discussed, and co-location is considered to be an important component in the improvement of interagency linkages. The accomplishment of systematic case coordination is addressed in relation to two techniques: (1) lead agency informally takes the initiative to provide leadership for case coordination; and (2) overarching coordination structure of organization is developed for case coordination. Approaches to improving interagency linkages at the program coordination level are delineated. A bibliography is provided. (Project Share)

ABS: MARRC/LSC, 5/7/82

TITLE: Coordinating Human Services: A Sociological Study of an Interorganizational Network

AUTHOR: Benson, J. Kenneth; Kunce, Joseph T.; Thompson, Charles A.

PUBLISHER: Missouri University, Columbia
Regional Rehabilitation Research Institute
Social and Rehabilitation Service
Washington, DC

FUNDING INSTITUTION: N/A

PUBLICATION DATE: June 1973

RRC PRODUCED: No

AVAILABLE THROUGH: Executive Summary (#PB-236-606) available free from
Project Share
P.O. Box 2309
Rockville, MD 20852
or
NTIS (#PB-236-606)
5285 Port Royal Road
Springfield, VA 22161

LANGUAGE: English

PAGES: 149 **COST:** \$12.50

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Administrators, Program Implementors, Policy Formulators

SUBJECT DESCRIPTORS: Interagency Coordination of Services, Data Collection, Funding, Policy Development

OVERVIEW: Improved ways of developing and maintaining satisfactory relationships among public agencies serving the disadvantaged are discussed based on the establishment of an interagency network. Critical dimensions of coordination among agencies are identified as the extent of agency interaction, program articulation, and flexibility of interagency relationships. A four-agency network covering nine counties of central Missouri was selected for intensive study to contribute to the growing body of knowledge on interagency relationships. Emphasis was placed on the study of four public agencies involved in some way with providing manpower services to disadvantaged segments of the population. These agencies were the State Division of Vocational Rehabilitation, the State Division of Welfare, the State Division of Employment Security, and the Community Action Program. Information for the research study was collected through structured interview schedules. Work coordination among the agencies is analyzed. Components of interorganizational equilibrium are identified and discussed. Forces affecting interagency equilibrium are examined, and action orientations are formulated and expressed in a pattern of pressures and counterpressures between agencies. Implications of

Coordinating Human Services: A Sociological Study of an
Interorganizational Network (Continued)

the study results for theory and practice are evaluated. Appendices to the research study provide additional information on the interviewees, the welfare sample, interview schedules, a detailed code for reasons for referrals, and the computation of knowledge adequacy scores and domain consensus scores. A list of references is included. (Project Share,

ABS: MARRC/LSC, 5/7/82

II-72A

TITLE: Building Linkages with the Rehabilitation Agency:
Development and Implementation of a Model Program

AUTHOR: Porter, Margaret E.; Vasty, James

PUBLISHER: Paper presented at the Annual Conference on the
Disabled Student on American Campuses

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1980

RRC PRODUCED: No

AVAILABLE THROUGH: EDRS (#ED 187394)
P.O. Box 190
Arlington, VA 22210

LANGUAGE: English **PAGES:** 22 **COST:** \$3.31

PHYSICAL FORMAT: Conference Paper

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Vocational Services, Cooperative Planning,
Inservice Training, Communication, Models,
Information Systems, Data Collection

OVERVIEW: In order to better serve a growing number of handicapped students, Macomb County Community College (MCCC) initiated a formalized program of cooperation with the Bureau of Rehabilitation, an agency of the Michigan Department of Education. The need for this program was initially indicated in a study of services to handicapped students which demonstrated: (1) a marked lack of cooperation between outside agencies and the units within the college which served handicapped students; (2) a lack of understanding on the part of faculty towards the needs of handicapped students and a parallel lack of knowledge about college programs on the part of rehabilitation personnel; and (3) a tendency to view handicapped persons as a homogeneous group rather than as individuals. To correct these problems, MCCC and the Bureau of Rehabilitation instituted an articulation process which, under the direction of liaison personnel from both agencies, utilizes a written form and standardized procedures for the referral of handicapped students and a waiver/release form which allows counselors to share appropriate information about their clients. Additionally, the cooperative program provides for in-service activities involving students, faculty, and agency personnel in cooperative efforts, which for example, have developed models for the delivery of services to those with hearing, visual, or mobility limitations. (ERIC)

ABS: MARRC/LSC, 5/7/82

TITLE: Community Collaboration: A Manual for Voluntary Sector Organizations

AUTHOR: The National Juvenile Justice Program Collaboration

PUBLISHER: The National Assembly of National Voluntary Health
and Social Welfare Organizations, Inc.
291 Broadway
New York, NY 10007
(212) 267-1700

FUNDING INSTITUTION: U.S. Department of Justice
Law Enforcement Assistance Administration
Office of Juvenile Justice and Delinquency
Prevention

PUBLICATION DATE: Unknown

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 103 **COST:** No Charge

PHYSICAL FORMAT: Manual

TARGET AUDIENCE: Administrators, Program Implementors, Advocates

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Community Involvement, Adjudicated
Handicapped Youth, Agency Role, Cooperative
Planning

OVERVIEW: This manual outlines, step-by-step, how voluntary agencies and organizations can build successful collaborations to comprehensively serve the needs of youth in their communities. It is divided into three sections. The introduction provides a definition of collaboration, its characteristics, purpose, goals, potential barriers and guidelines for successful collaboration. A developmental collaborative model is described delineating a series of phases and tasks that facilitate a working collaboration. Phase One, "Exploration and Testing," consists of assessing community interest in and readiness for a collaborative effort, and identifying and enlisting key community members. Phase Two, "Developing the Collaborative Framework," includes the steps of: 1) defining and building the collaboration, 2) developing a collaborative plan of action, 3) developing and sharing necessary skills, and 4) developing public-private linkages. The tasks in Phase Three, "Inventing the Future," suggest things that will need continuing attention if the collaboration is to continue to grow. More than half of the manual consists of 13 appendices which include: statewide, regional and local model collaboration structures; youth participation; group exercises; sample evaluation forms; characteristics of a "good" chairperson and coordinator; model

Community Collaboration: A Manual for Voluntary Sector
Organizations (Continued)

by-laws/rules of procedure; sample newsletters; an outline for model board presentation; tips on assessing community needs; a process for agency self-evaluation; setting measurable objectives; an overview and sample activities for developing a collaborative plan of action; and an overview and informative process evaluation model.

COMMENT: Although this manual is concerned specifically with youth, the process which is described can be used to develop collaborations for other purposes. While authors generally refer to local communities and the development of community level collaborations, the process is applicable to the development of regional, state-wide or area-wide efforts.

ABS: MARRC/LSC, 5/7/82

II-74A

SECTION III
PERSONNEL DEVELOPMENT ABSTRACTS

TITLE: Consumer's Guide to Personnel Preparation Programs

AUTHOR: Smith, Judy; et al (Preparers)

PUBLISHER: Chicago Instructional Dynamics International
666 N. Lake Shore Drive
Chicago, IL 60611
(312) 943-1200

FUNDING INSTITUTION: U.S. Office of Education
Bureau of Education for the Handicapped
Division of Personnel Preparation

PUBLICATION DATE: 1977-79

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES:

COST: Unknown

PHYSICAL FORMAT: Reference Material, Directory

TARGET AUDIENCE: Policy Formulators, Administrators, Program
Implementors

SUBJECT DESCRIPTORS: Inservice Training, Preservice Training,
Training Resources, Paraprofessional
Training, Vocational Teacher Training

OVERVIEW: This Consumer Guides Series, produced by the Teacher Education/Special Education Project at the University of New Mexico is comprised of eight volumes. Included are the following titles: The Training of Paraprofessionals in Special Education and Related Fields; The Inservice Training of Regular Educators in Special Education; The Training of Professionals in Vocational Education for the Handicapped; Inservice Training in Special Education by State Education Agencies; Thirty Projects/A Conspectus; A Survey of Personnel Preparation in Physical Education and Recreation for the Handicapped; Projects Preparing Personnel to Serve Low-Incidence Populations of Handicapped Children; and Humanism and the Arts in Special Education. Each volume contains reference information regarding different aspects of Division of Personnel Preparation projects and programs.

ABS: NERRC/RMM, 5/20/81

TITLE: A National Comparative Study Regarding Special Education
Delivery Systems Before and After Passage of PL 94-142

AUTHOR: Helge, Doris; et al

PUBLISHER: Nat'l. Rural Research and Personnel Preparation Proj.
Center for Innovation and Development
Murray State University
Murray, KY

FUNDING INSTITUTION: U.S. Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: April, 1980 RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service (ED 190 292)
P.O. Box 190
Arlington, VA 22210

LANGUAGE: English PAGES: 80 COST: \$11.90

PHYSICAL FORMAT: Evaluative Report

TARGET AUDIENCE: Policy Formulators, Administrators, Program
Implementors

SUBJECT DESCRIPTORS: Rural Education, Teacher Recruitment, Teacher
Retention, Parent Training

OVERVIEW: A study of 75 school districts and cooperatives in 17 states revealed significant improvement in programs and services offered and types and ages of exceptional students served. A preponderance of data indicated that major hindering factors were teacher recruitment and retention problems and funding and staff inadequacies. Attendant cultural, geographic and climatic variables inhibited service delivery to a lesser degree. Although significant challenges remain, the Education of All Handicapped Children Act has clearly initiated efforts toward full services for rural handicapped students. Appendices contain the data collection instruments and a cost analysis model for rural district service delivery systems.

ABS: NERRC/RMM, 5/20/81

TITLE: Counterpoint (Volume 2, Number 1)

AUTHOR: Smith, Judy (Editor)

PUBLISHER: Dissemin/Action
3705 South George Mason Drive
Suite C-4 South
Falls Church, VA 22041

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education and
Rehabilitative Services
Division of Personnel Preparation

PUBLICATION DATE: May, 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 32

COST: Unknown

PHYSICAL FORMAT: Newsletter

TARGET AUDIENCE: Policy Formulators, Administrators, Program
Implementors

SUBJECT DESCRIPTORS: Inservice Training, Preservice Training,
Parent Training, Dissemination/Replication,
Training Resources

OVERVIEW: This newspaper, published twice yearly by the Dissemin/Action project, addresses emerging issues in Special Education. This edition features personnel preparation, as practiced at the federal, state and local levels. Included are articles addressing effective teaching behaviors for mainstreaming, the initiation of Comprehensive Systems of Personnel Development, the future of regular education inservice, personnel preparation in fields of visually and hearing impaired, teacher burnout, and evaluation.

ABS: NERRC/RMM, 5/20/81

TITLE: Special Education in Transition, Concepts to Guide the Education of Experienced Teachers

AUTHOR: Corrigan, Dean C.; Howey, Kenneth R. (Editors)

PUBLISHER: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

FUNDING INSTITUTION: National Institute of Education

PUBLICATION DATE: 1980

RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Clearinghouse on Handicapped and Gifted Children
1920 Association Drive
Reston, VA 22091

LANGUAGE: English

PAGES: 212

COST: \$12.95 (CEC
Member Price: \$11.01)

PHYSICAL FORMAT: Book

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Inservice Training, Training Techniques,
Organizational Change

OVERVIEW: First monograph in a series addressing the renegotiation of regular and special education as a result of PL 94-142. The view presented is that school reforms are necessary to implement "appropriate" education of all students. Focus is on inservice education and the preparation of school based teacher educators. Chapters address program dimensions of personal qualities and experience, organizational factors, teacher education, and special education domains.

ABS: NERRC/RMM, 5/20/81

TITLE: Personnel Preparation and Public Law 94-142; The Map, the Mission, the Mandate

AUTHOR: Smith, Judy (Editor)

PUBLISHER: Educational Resources Center
1834 Meetinghouse Road
Boothwyn, PA 19061

FUNDING INSTITUTION: United States Office of Education
Bureau of Education for the Handicapped
Division of Personnel Preparation

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 90

COST: \$4.00

PHYSICAL FORMAT: Conference Papers

TARGET AUDIENCE: Policy Formulators, Administrators, Program Implementors

SUBJECT DESCRIPTORS: Inservice Training, Preservice Training, Dissemination/Replication, Organizational Change

OVERVIEW: In the summer of 1977 and the summer of 1978, the Division of Personnel Preparation, Bureau of Education for the Handicapped sponsored three regional conferences for directors of its funded projects. These conferences were intended to clarify concerns, directions, and priorities in the training of special education personnel on a national and regional basis. At each meeting, the Division Director, Branch Chiefs, Project Officers, and professionals from the field acted as session leaders. Their presentations were, in turn, answered by panels of attendees who summarized the reactions and questions of the regional audiences. This book is a distillation of the issues and directions presented at the 1977 and 1978 meetings. The chapters represent major conference addresses, which converge on the implementation of Public Law 94-142 through the preparation of professionals in special education.

ABS: NERRC/RMM, 5/20/81

TITLE: What Works in Inservice

AUTHOR: Burrello, Leonard (Editor)

PUBLISHER: National Inservice Network
Indiana University
2853 East Tenth Street, Cottage L
Bloomington, IN 47405

FUNDING INSTITUTION: United States Department of Education
Office of Special Education/Rehabilitative
Services
Division of Pupil Personnel Preparation

PUBLICATION DATE: April, 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 98

COST: Unknown

PHYSICAL FORMAT: Conference Papers

TARGET AUDIENCE: Policy Formulators, Administrators, Program
Implementors

SUBJECT DESCRIPTORS: Inservice Education, Multidisciplinary Team
Training, Consultation Programs,
Collaborative Training, Training Delivery
Systems, Rural/Urban Schools

OVERVIEW: This collection of nine papers, presented at the annual convention of the Council for Exceptional Children, April 1980, focuses on approaches to inservice training of educators serving special needs students. While employing strategy variations, common themes explored include: (1) group processes, (2) collaborative efforts among local, state and/or institutes of higher learning, (3) multidisciplinary team training, (4) Replication: trainees as trainers, (5) communication and dissemination, and (6) shared goals with individualized approaches. Presented are the rationale processes, procedures, functions and features of specific training project models. Building-based staff support teams, team delivery of vocational and career education and university-based training and technical assistance are among the models discussed. Projects cited involve training at the elementary and secondary levels and in urban and rural settings.

ABS: NERRC/EM, 5/20/81

TITLE: A Listing of Alternative Training Outcomes for Instructional Personnel Engaged in the Education of the Handicapped.

AUTHOR: Cline, Dan; Fagen, Stanley (Editors)

PUBLISHER: National Inservice Network
Indiana University
2853 East 10th Street (Cottage L)
Bloomington, IN 47405

FUNDING INSTITUTION: U.S. Office of Education
Division of Personnel Preparation
Bureau of Education for the Handicapped

PUBLICATION DATE: 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 66

COST: Unknown

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Teacher Competencies, Inservice Education, Training Delivery Systems, Training Resources

OVERVIEW: This guide represents a cooperative effort between the National Inservice Network (NIN) and Montgomery County, Maryland. Identified were NIN projects which had developed lists of competencies needed by regular educators serving handicapped children in the least restrictive environment. Presented is a completion of the findings which can be applied to developing training programs. It is suggested for usage by personnel responsible for training needs assessments, program designers and service providers. The guide lists eleven training priorities: (1) Mainstreaming, (2) Characteristics of Handicapped Conditions, (3) Use of Resources, (4) Individualized Educational Management, (5) School-wide Planning, Roles and Inservice Training, (6) Training Techniques, (7) Classroom Management, (8) Curriculum, (9) Assessment and Evaluation, (10) Communication and Human Relations, (11) Professionalism. Objectives for each priority are grouped by instructional units or sub-topics and by training topics. Related inservice training materials are listed. These materials can be accessed through the NIN Resource Directory.

ABS: NERRC/EM, 5/20/81

TITLE: Teacher Education: Renegotiating Roles for Mainstreaming

AUTHOR: Grosenick, Judith K.; Reynolds, Maynard (Editors)

PUBLISHER: National Support Systems Project
University of Minnesota,
Councils for Exceptional Children (CEC) and The
Teacher Education Division of CEC

FUNDING INSTITUTION: U.S. Office of Education
Department of Health, Education and Welfare
Division of Personnel Preparation

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

LANGUAGE: English

PAGES: 410 COST: \$8.50

PHYSICAL FORMAT: Book

TARGET AUDIENCE: Administrators, Policy Formulators, Program
Implementors

SUBJECT DESCRIPTORS: Collaborative Training, Training Evaluation,
Training Delivery System, Organizational
Change

OVERVIEW: Various authors speak out from different professional viewpoints in this collection of papers on the Dean's Grant Projects. Contents include philosophic consideration on the future of teacher educators, as well as an examination of models and strategies for change in higher education. Systematic approaches involving curriculum and institutional reorganization are described. One section presents case studies of the evaluation of three projects. A final section includes twelve papers which examine specific promising practices.

ABS: NERRC/EM, 5/20/81

TITLE: California Office of Special Education: Inservice Opportunities

AUTHOR: California State Department of Education

PUBLISHER: California State Department of Education Office
Personnel Unit, Office of Special Education
721 Capitol Mall
Sacramento, CA 95814
Attn: Susan Westaby

PUBLICATION DATE: 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 101 **COST:** No Cost

PHYSICAL FORMAT: Catalogue

TARGET AUDIENCE: Policy Formulators, Administrators, Program Implementors

SUBJECT DESCRIPTORS: Training Delivery Models, Training of Trainers, Training Resources, Dissemination/Replication, Statewide Planning

OVERVIEW: This open-ended catalogue is arranged in three categories: (1) awareness workshops, (2) training programs, and (3) resource materials and services. A color coded guide for each section serves as an index and provides an organizational framework for each topic. Guide entries are listed by title, format, material type, target audience and page number. Time commitment and source are included where appropriate. Special education personnel in four School Resource Centers and two National Teacher Resource Centers coordinate the workshops and provide resources and services to special and regular educators. Participation in workshops carry a stipulation for dissemination and training. Training programs focus on specific skill development needs of participators and are funded by federal or state funds. Participators vary according to content of workshop or programs and may include regular and special educators, including teachers, administrators, support personnel, specialists, and bilingual staff teams. School boards and leadership personnel and representatives of agencies, alternative or continuing ed programs, PTA groups, interested parents and advocates also participate. The final category, Resources, presents a wide range of available materials and services.

Note: The training approach described above was in use through 1980. Since that time, the system has been revised and will be available in the fall of 1981.

ABS: NERRC/EM, 5/20/81

TITLE: NRP: National Rural Research and Personnel Preparation
Project. National Rural Project, Vol. 2, No. 1, Fall 1980

AUTHOR: Ballew, Laurie (Editor)

PUBLISHER: National Rural Project
Center for Innovation and Development
Murray State University
Murray, KY 42071

FUNDING INSTITUTION: U.S. Office of Education
Division of Personnel Preparation

PUBLICATION DATE: Fall 1980 RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 14 COST: No Cost

PHYSICAL FORMAT: Newsletter

TARGET AUDIENCE: Administrators, Parents, Program Implementors

SUBJECT DESCRIPTORS: Rural Education, Teacher Recruitment,
Teacher Retention, Parent Involvement,
Inservice Training

OVERVIEW: This newsletter contains articles of interest to special educators in rural areas. "Progress Report -- Rural Special Education Service Delivery Systems After Implementation of P.L. 94-142" highlights a comparative study. Recruiting and retraining qualified staff, funding, and providing continuous inservice training were reported as major obstacles to service delivery. "Parent Power" describes delivery systems in Kennebunk, Maine schools, and gives examples of parent support services and education. The value of parent involvement is stressed. "The Comparison of Alternative Inservice Models for Assisting Regular Teachers for Integrating Handicapped Children in their Classroom" reports results of a collaborative project in which commercial video tape programs were a more effective training technique than in-school practicums. Program procedure and content are described. A combination of the two models is suggested by the author. "Taking the Classroom to the Rural Community" covers pre-service and inservice training delivery via mobile units. "Rural Comprehensive Systems or Personnel Development Initiated by State Departments of Education" describe consultant training models established in Arizona and Maine. "Strategies to Serve Rural Learning Disabled Students" reports how teachers already in the system are identified, retrained and certified.

ABS: NERRC/EM, 5/20/81

TITLE: A National Problem: Recruitment and Retention of
Specialized Personnel in Rural Areas. National Rural
Project Newsletter, 2nd Edition, December 1980

AUTHOR: Ballew, Laurie (Editor)

PUBLISHER: National Rural Project
Center for Innovation and Development
Murray State University
Murray, KY 42071

FUNDING INSTITUTION: U.S. Office of Education
Division of Personnel Preparation

PUBLICATION DATE: December 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 6

COST: No Cost

PHYSICAL FORMAT: Newsletter

TARGET AUDIENCE: Administrators, Supervisors

SUBJECT DESCRIPTORS: Rural Education, Inservice Training,
Teacher Recruitment, Collaborative Training,
Teacher Retention, Statewide Planning

OVERVIEW: This issue contains three articles focusing on personnel recruitment and retention. "Population Sparsity and Geographic Isolation as it Relates to Staff Recruitment and Retention" deals with the difficulties of orientating teachers to rural settings, in Montana: Problems of declining enrollments, transportation costs, population density, state regulations, and social and economic factors are covered. Parent sophistication and aspirations are discussed. The author notes that in April 1980, West Montana College at Dillon was designated as the Rural Education Center. One of its functions will be to prepare teachers for the states 358 rural schools. "Recruiting and Retraining Educational Personnel in Rural Texas" presents recommendations made to the Associate Commissioner of Education based on a study of recruitment and retention problems in Edinburgh, Texas, a remote rural area. Certification, funding, preservice education, paraprofessionals, personnel data management and cooperative training are areas considered. "Recruitment and Retention Strategies" contains rural criteria for assessing personal strengths and weaknesses and identifying at risk candidates as applied in a multi-state outreach project. Technical assistance and project-wide communication systems help to prevent staff "burn-out."

ABS: NERRC/EM, 5/20/81

TITLE: Individualizing Staff Developments in Rural School Districts, in National Rural Project (NRP) Newsletter, Vol. 2, No. 1

AUTHOR: Helge, Doris

PUBLISHER: National Rural Project
Center for Innovation and Development
Murray State University
Murray, KY 42071

FUNDING INSTITUTION: U.S. Office of Education
Division of Personnel Preparation

PUBLICATION DATE: Winter 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 2 (pp. 8-9) **COST:** No Cost

PHYSICAL FORMAT: Newsletter

TARGET AUDIENCE: Administrators, Program Implementors, Supervisors

SUBJECT DESCRIPTORS: Inservice Training, Training Delivery Systems, Multidisciplinary Team Training, Dissemination/Replication, Rural Education

OVERVIEW: Almost half (48%) of all respondents in a 1980 National Rural Project (NRP) study reported inadequate staff development progress. Participants from 75 rural districts and cooperatives in 17 states found a lack of: (1) formally designed inservice days, and (2) comprehensive personnel deveopment and generally linked this deficiency with staff retention problems. In a 1978-79 NRP survey, 94% of all states identified retention as a critical issue. This article furnishes a detailed description of a field-tested rural staff development model, where broad-based planning, coordination and implementation facilitated effective ongoing inservice programs. The organizational structure involving an administrative or management team, a district-wide or core team, and a building-based teacher assistance team (TAT) is discussed in terms of responsibilities, activities, and interaction. Commitment to all procedures for dissemination and follow-up, as well as a use of resources and funding are considered. Common problems to preclude are raised. The author concludes that the TAT structure is consistent with research indicating that individual school buildings provide the most viable vehicle for change and improvement and that inservice models within each district reflect individual solutions. A district source successfully using this model is given.

ABS: NERRC/EM, 5/20/81

TITLE: Issues in the Professional Preparation of Secondary Students, in Exceptional Children, Vol. 46, No. 5

AUTHOR: Miller, Sidney; Sabatino, David A.; Larsen, Roger P.

PUBLISHER: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

FUNDING INSTITUTION: U.S. Office of Education

PUBLICATION DATE: February 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 7 (pp. 344-50) COST: \$3.50/issue

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Program Implementors, Policy Formulators,

SUBJECT DESCRIPTORS: Preservice Training, Teacher Recruitment, Teacher Certification

OVERVIEW: A survey in Region Five of the U. S. Office of Education was conducted to contrast university views with those of practitioners in defining professional preparation program efforts for secondary special educators.

ABS: NERRC/EM, 5/20/81

TITLE: Guidelines for Personnel in the Education of Exceptional Children

AUTHOR: Professional Standards/Guidelines Project
Council for Exceptional Children

PUBLISHER: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

FUNDING INSTITUTION: U.S. Office of Education
Bureau of Education for Pre-Handicapped

PUBLICATION DATE: 1976 **RRC PRODUCED:** No

AVAILABLE THROUGH: Eric Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (ED 121 018)

LANGUAGE: English **PAGES:** 53 **COST:** \$3.50

PHYSICAL FORMAT: Manual

TARGET AUDIENCE: Policy Formulators, Program Implementors,
Supervisors, Administrators

SUBJECT DESCRIPTORS: Preservice Training, Inservice Training,
Teacher Recruitment, Training Evaluation

OVERVIEW: The manual provides guidelines for recruitment, preparation, certification, and continuing professional development of special education personnel. It is explained that the guidelines were developed from a series of five regional meetings, results of a survey instrument, and existing Council for Exceptional Children policy statements, and were finalized at the National Consensus Work Conference in June, 1974. Recruitment guidelines and rationales focus on such aspects as experience and demonstrated competency. Preparation aspects addressed include needs assessment, resource analysis, curriculum and methods, evaluation, and personnel conducting preparation programs. Flexibility, periodic renewal, noncategorical alternatives and interstate reciprocity for certification are considered. Also provided are preliminary draft guidelines for continuing professional development which stress the need for shared responsibility, evaluation, and due process provisions.

ABS: NERRC/EM, 5/20/81

TITLE: Special Education Services in Sparsely Populated Areas:
Guidelines for Research

AUTHOR: Jordan, June (Editor)

PUBLISHER: Western Interstate Commission for Higher Education
University East Campus
Boulder, CO 80302

FUNDING INSTITUTION: U.S. Office of Education
United Cerebral Palsy Research and Education
Foundation, Inc., and the Vocational
Rehabilitation Administration

PUBLICATION DATE: March 1966 **RRC PRODUCED:** No

AVAILABLE THROUGH: Montana State Department of Instruction

LANGUAGE: English **PAGES:** 26 **COST:** Unknown

PHYSICAL FORMAT: Conference Report

TARGET AUDIENCE: Administrators, Policy Formulators,
Program Implementors

SUBJECT DESCRIPTORS: Rural Education, Funding

OVERVIEW: The report of the National Research Conference on Special Education Services in Sparsely Populated Areas recognizes the lack of research for comprehensive delivery; services to rural areas. Problems identified relate to: a) administrative organization, b) financial patterns, c) personnel, and d) supportive services. Individual final reports in each of these areas provide background information and identify a wide range of needs. Problem areas are defined and series of detailed questions in each section are posed for researchers. It is suggested that independent studies deal with these issues. Additionally it is recommended that a comprehensive cooperative study focus on special education needs in a specific geographical area, reorganizing the interrelation of the four topics addressed in this report. Suggested preparatory guidelines for an agency coordinator are presented.

ABS: NERRC/EM, 5/20/81

TITLE: Teacher Education and Special Education, Vol. 3, No. 1.
Winter 1980

AUTHOR: Cegelka, Patricia Thomas; Prehm, Herbert (Editors)

PUBLISHER: Special Press
P.O. Box 2524
Columbus, OH 43216

FUNDING INSTITUTION: Council for Exceptional Children
Teacher Education Division
1920 Association Drive
Reston, VA 22091

PUBLICATION DATE: Winter, 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 58

COST: \$5.00

PHYSICAL FORMAT: Journal

TARGET AUDIENCE: Policy Formulators, Administrators,
Program Implementors

SUBJECT DESCRIPTORS: Preservice Training, Inservice Training,
Collaborative Training, Multidisciplinary
Team Training, Consultation Programs,
Vocational Teacher Training, Rural/Urban
Schools

OVERVIEW: Ten articles dealing with aspects of Comprehensive Systems of Personnel Development (CSPD) are presented in this quarterly journal issue. Information on systems development, needs assessment and approaches, teacher competencies and preparation, inservice training of regular and special educators, the dissemination process, and state and regional CSPD systems is provided. The experiences of specific states are discussed with an overall theme of a multi-level, multi-disciplinary cooperative effort. Exemplary practices and models, as well as problem areas and issues are presented.

ABS: NERRC/EM, 5/20/81

TITLE: A National Initiative: Training All Educators to Better
Serve Handicapped Children, in Education Unlimited,
Vol. 1, Number 2

AUTHOR: Burrello, Leonard; Strout, Toby; Siantz, James

PUBLISHER: Educational Resources Center
1834 Meetinghouse Road
Boothwyn, PA 19061

FUNDING INSTITUTION: U.S. Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: June 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 6 (pp. 36-41) COST: Single issue
\$3.50

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Policy Formulators,
Program Implementors

SUBJECT DESCRIPTORS: Inservice Education,
Dissemination/Replication

OVERVIEW: The Bureau of Education for the Handicapped (BEH), recognizing Regular Inservice Education (REGI) as a priority area, funded the National Inservice Network (NIN) at Indiana University in 1978. The NIN was designed to describe, link and support REGI projects and to disseminate information on models, personnel, materials and methods to potential users and adopters. This article describes the evaluation of the organization: its guidelines, structure and activities. Descriptions of funded projects, trainees, settings, and characteristics and severity of target populations are presented in tabular form. Special populations are also included.

ABS: NERRC/EM, 5/20/81

TITLE: Teamwork in California: Positive Support for Teachers, in
Education Unlimited, Vol. 1, No. 2

AUTHOR: TeSelle, Anne L.

PUBLISHER: Educational Resource Center
1834 Meetinghouse Road
Boothwyn, PA 19061

FUNDING INSTITUTION: U.S. Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: June 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 5 (pp. 31-35) COST: Single Issue
\$3.50

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Policy Formulators,
Program Implementors

SUBJECT DESCRIPTORS: Inservice Training, Multidisciplinary Team
Training, Training Delivery Systems,
Dissemination/Replication, Training
Evaluation, Statewide Planning

OVERVIEW: The results of an evaluation of the effectiveness of team training in California are reported. During 1977-78, interviews with regular classroom teachers were conducted after their training program had been completed. Findings focus on the need for proper levels of support and on awareness of time constraints. Given appropriate training and support, positive attitudes and results were reflected in regular educators' delivery of services to special education students. The California Child Service Demonstration Center System (Ca CSDC) in cooperation with the State Department of Education sponsored the training progress which achieved these results. This organization assists local school districts on training interdisciplinary teams to serve learning disabled children and adolescents. Services of this statewide network of seven training centers are described. The establishment of school appraisal teams in each school and of Regional Educational Assessment Service teams for Severely handicapped children is also noted. These additional teams are mandated by the California Master Plan. Finally, the process, content and goals of the teacher training programs are presented briefly. Local district adaptation and implementation, follow-up procedures and a commitment for dissemination and replication training are considered. (For a detailed description of the training process and system, see "Decisions by Design: A Statewide Model for Learning Disabilities Programming:" Gillespi-Silver, Patricia.)

ABS: NERRC/EM, 5/20/81

TITLE: Inservice Training: Our Only Alternative in Implementing
PL 94-142, in Instructional Technology and the Education
of Handicapped Children

AUTHOR: Meyen, Edward L.

PUBLISHER: National Center on Educational Media and Materials
for the Handicapped (NCEEMMH)
Ohio State University
Columbus, OH 43210

FUNDING INSTITUTION: U.S. Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: April 1977 **RRC PRODUCED:** No

AVAILABLE THROUGH: Department of Special Education
University of Kansas
377 Haworth Hall
Lawrence, KS

LANGUAGE: English **PAGES:** 25 **COST:** Unknown

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Administrators, Policy Formulators, Parents,
Advocates, Supervisors

SUBJECT DESCRIPTORS: Inservice Training, Training Delivery
Systems, Collaborative Training, Teachers
Centers

OVERVIEW: The author emphasizes inservice education as a critical factor for implementation of P.L. 94-142. Inservice training is viewed as a function of professional growth where individual purpose dictates needs, content and delivery modes. This definition goes beyond the traditional view of training as a process of designing products. Behavioral change becomes the focus. Selection of inservice alternatives should be dependent on individual goals and availability of resources. A variety of activities, delivery models and approaches are discussed. Acknowledgement and measurement of improvement requires sensitive trained supervisory personnel. Inservice implications of the law are identified. A discussion of information and skills needed by parents, boards of education, members and hearing officers is given. Local, state and university roles are examined and the benefits from collaborative planning are highlighted. It is suggested that collaborative efforts be combined with utilization of a national dissemination system focusing on effective practices. State and local agencies should be responsible for dissemination of this information which can serve as a valuable training resource. The teacher center concept is proposed as an effective vehicle for providing cooperative training.

ABS: NERRC/EM, 5/20/81

TITLE: Needed Changes in and Pre-Service Education of Regular Classroom Teachers to Prepare Them to Teach Mainstreamed Children, in Instructional Technology and the Education of All Handicapped Students.

AUTHOR: Gillespie, Patricia A.

PUBLISHER: National Center on Educational Media and Materials
for the Handicapped (NCEMMH)
Ohio State University
Columbus, OH 43210

FUNDING INSTITUTION: U.S. Office of Education
Bureau of Education for The Handicapped

PUBLICATION DATE: July 1977

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher (NCEMMH Publication No. NC-77.801)

LANGUAGE: English

PAGES: 25

COST: Unknown

PHYSICAL FORMAT: Research Paper

TARGET AUDIENCE: Administrators, Policy Formulators, Program Implementors

SUBJECT DESCRIPTORS: Preservice Training, Training Delivery Systems, Multidisciplinary Team Training

OVERVIEW: All teachers must be trained to deal with the learning styles of all children. The author maintains that attitudes of teacher trainers and administrators will reflect this concept when special education services are viewed as part of regular education training. To affect change, it will be necessary for special educators to serve on multi-disciplinary teams involved in designing, implementing and monitoring training programs for regular educators. Four areas of preservice education are discussed in detail: (1) Organizational restructuring, including divisional or departmental reorganization and reordering of training sequences and curricula; (2) Identification of relevant training competencies and development of related programs on a statewide and collaborative basis; (3) Development and implementation of systematic instructional training procedures. (Three models of interest to teacher trainers are discussed and diagrammed); (4) Training in decision making skills and in techniques for assessment and programming that can be applied to analysis of interactions between teacher-pupil, pupil-pupil and pupil-materials. The importance of future funding to accomplish innovative, meaningful and controlled preservice experience is stressed.

ABS: NERRC/EM, 5/20/81

TITLE: Public Law 94-142: One Response to the Personnel Development Mandate, in Exceptional Children: Vol. 47, No. 6.

AUTHOR: Nadler, Barbara; Merron, Myrna; Friedel, William

PUBLISHER: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

FUNDING INSTITUTION: U.S. Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: March 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 2

(pp.463-464)

COST: \$3.75/single
issue

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Policy Formulators, Program Implementors

SUBJECT DESCRIPTORS: Collaborative Training, Inservice Training, Training Delivery Systems

OVERVIEW: Information on "The New Jersey Mainstream Inservice Project" is presented. The authors of this article contend that collaborative planning is crucial for change. Project participants and activities are discussed. The roles, responsibilities and procedures followed by local district Inservice Coordinators, Institute of Higher Education faculty members and the State Department of Education Project Directors are defined. Observations based on accumulated data over a two-year period are presented for those involved in collaborative staff development.

ABS: NERRC/EM, 5/20/81

TITLE: Toward a National Inservice Network, Training School
Personnel Working with Handicapped Children

AUTHOR: McCaffray, Mary; Burrello, Leonard; Strcut, Toby;
Cline, Daniel

PUBLISHER: National Insurance Network
Indiana University
2853 East Tenth Street, Cottage L
Bloomington, IN 47405

PUBLICATION DATE: Unknown

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 28

COST: Unknown

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Policy Formulators, Administrators, Program
Implementors

SUBJECT DESCRIPTORS: Inservice Training, Collaborative Training,
Statewide Planning, Training Delivery
Systems, Dissemination/Replication

OVERVIEW: The Bureau of Education for the Handicapped (BEH), The National Inservice Network (NIN), and The Council for Exceptional Children (CEC) have cooperated to support inservice education for regular educators. A brief historical overview of developments since P.L. 94-142, including federal funding, priority areas of concentration for preservice and inservice programs, and prime target population, is given. The evolution of the Division of Personnel Preparation (DPP) within the BEH is described with emphasis on the shifting of training responsibility from university based models to state and local agencies. However, planning is viewed as a collective responsibility. Legislative and collaborative aspects of State Annual Programs are discussed. Training needs and modes, resources and funding are also explored. Abstracts of five projects are furnished, including two local education agencies, a state department consortium and two institutions of higher education.

ABS: NERRC/EM, 5/20/81

TITLE: Training Parents to Teach: Four Models; First Chance for Children, Vol. 3

AUTHOR: Grim, Janet (Editor)

PUBLISHER: Technical Assistance Delivery System
University of North Carolina
Chapel Hill, NC

FUNDING INSTITUTION: U.S. Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: Unknown **RRC PRODUCED:** No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22201 (ED 102 778)

LANGUAGE: English **PAGES:** 88 **COST:** Microfiche \$.76,
Hardcopy \$4.43 +
postage

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Program Implementors, Parents

SUBJECT DESCRIPTORS: Parent Training, Training Delivery Systems

OVERVIEW: Described in a monograph published by the Technical Assistance Delivery System (TADS) are the rationale, intake and screening procedures, service delivery, liaison and follow through, and evaluation of parent training models from four preschool demonstration centers for handicapped children. An overview discusses the purposes and dimensions of parent training (social and emotional support, exchange of information, opportunities for parent participation, and improvement of parent child interactions). The university-affiliated program at the University of Washington, an example of a center-based parent training model, offers short-term, individualized parent training emphasizing home carryover of data keeping and behavior modification programs. Reviewed are three variations of the home-center parent training model: the carryover by parents of school instruction to the home, the teaching of the new skills in the home, and the training of parents as volunteers in the center. Examples of parent lessons and child progress are included. Parent participation in a home-based program is exemplified in the Portage Project model which uses weekly prescriptions guaranteeing success for the parent and child. Finally, the parent implemented preschool model as seen in the Regional Intervention Program in Nashville, Tennessee is described in terms of the individual tutoring, generalization, and classroom training modules. An annotated bibliography of 18 citations is provided.

ABS: NERRC/EM, 5/20/81

TITLE: The Rising Star of P.L. 94-142, in Directive Teacher.
Spring 1980

AUTHOR: Duncan, Janice R.

PUBLISHER: NCEMMH, Faculty for Exceptional Children
Ohio State University
Columbus, OH 43210

PUBLICATION DATE: Winter 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 2
(pp. 14-15)

COST: No Cost

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Training Needs Assessment, Preservice
Training, Inservice Training, Technical
Assistance, Dissemination/Replication

OVERVIEW: The requirements of the CSPD planning section of Public Law 94-142 are focused on in this article. Aspects of a CSPD which states are required to address in their annual program plan are outlined and information on each topic is furnished. Areas focused on include (1) Input and Implementation (2) Needs Assessment (3) Inservice or Preservice Training (4) Evaluation and (5) Technical Assistance. Dissemination of information on promising practices as well as methods for reassessing programs, methods and materials is a requirement noted. The author makes a distinction between the "what" and the how, indicating that states vary in their design and implementation of CSPD.

ABS: NERRC/EM, 5/20/81

TITLE: Technical Assistance in a Collaborative Framework

AUTHOR: Gilmore, Joseph T.

PUBLISHER: New York State Department
Office for the Education of Children with Handicapped
Conditions
Albany, NY

FUNDING INSTITUTION: U.S. Office of Education
Bureau of Education for the Handicapped
Division of Personnel Preparation

PUBLICATION DATE: 1977 **RRC PRODUCED:** No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (ED 157 243)

LANGUAGE: English **PAGES:** 81 **COST:** Microfiche \$.83,
Hard Copy \$4.67 +
postage

PHYSICAL FORMAT: Booklet

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Competency Based Teacher Education, Teacher
Certification, Technical Assistance

OVERVIEW: The booklet reviews the products and processes of a BEH (Bureau of Education for the Handicapped) funded project designed to explore the competence based hypothesis and its implications for teacher/training, particularly with regard to providing alternative training strategies and models for the certification of teachers in special education. Among conclusions of Section I on technical assistance are that the regulatory and technical assistance functions of a state education agency should be administered through separate offices; that communication is the major technical assistance contribution that a state education agency can make; and that the major item that needs to be communicated is "What decisions are other people making that related to me?" Section II analyzes survey data in which the educators who participated in the project report on how they feel about it. A third section includes excerpts from the three statewide conferences sponsored by the project and brief descriptions of several modules that were developed. A final section outlines the five instructional modules that were developed, field tested, and evaluated.

ABS: NERRC/EM, 5/20/81

TITLE: Variable Affecting Delivery of Exceptional Child Services
to Rural Areas and Suggested Educational Approaches

AUTHOR: Frith, Greg

PUBLISHER: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

PUBLICATION DATE: April 1977

RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (ED 139 217)

LANGUAGE: English

PAGES: 12

COST: Microfiche \$,.83,
Hard Copy \$1.67 +
postage

PHYSICAL FORMAT: Conference Paper

TARGET AUDIENCE: Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Rural Education, Teacher Recruitment,
Parent Involvement

OVERVIEW: Discussed are such variables affecting delivery of
services to exceptional children in rural areas as incidence of
handicapping conditions, family size, transportation, and
communication; and recommended are educational approaches to the
problem as personnel recruitment, parent involvement,
mainstreaming, and multi-system cooperation.

ABS: NERRC/EM, 5/20/81

TITLE: Preservice Programs for Educational Personnel Going into Rural Schools

AUTHOR: Muse, Ivan D.

PUBLISHER: National Educational Laboratory Publishers, Inc.
813 Airport Boulevard
Austin, TX 78702

FUNDING INSTITUTION: National Institute of Education
Department of Health, Education and Welfare

PUBLICATION DATE: March 1977 **RRC PRODUCED:** No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 135 506)

LANGUAGE: English **PAGES:** 54 **COST:** Microfiche, \$.83,
Hard Copy \$3.50 +
postage

PHYSICAL FORMAT:

TARGET AUDIENCE: Administrators, Policy Formulators, Program Implementors

SUBJECT DESCRIPTORS: Rural Education, Vocational Teacher Training, Preservice Training, Inservice Training, Training Techniques, Collaborative Training

OVERVIEW: Characterized by limited financial resources, course offerings, vocational education programs, faculty, and administrators; rural schools have a student population that is generally poorer, less motivated, more culturally deprived, and more isolated than its urban counterpart. Consequently, the rural school teacher has an especially demanding job, which is considerably more complicated than that of the urban teacher. Results of a nationwide survey indicated that 75.4% of the teachers surveyed felt they were inadequately prepared to teach in rural schools. Some of the newer approaches to teacher training that seem particularly useful are: earlier teacher training experiences; micro-teaching; mediated learning aides; competency based teacher education; and teacher centers. Among 200 teacher training institutions in a nationwide survey, there were only 15 which had any rural education emphasis. However, the national Rural/Regional Education Association supports an active and growing group of university personnel interested in rural education, and there are rural education programs going on in Idaho, Utah, New York, and other places striving to meet rural needs via preservice and/or inservice course work. Rurally responsive training must encompass: specialized faculty; cooperative relationships among educational agencies; team governance and close interaction between teacher trainers, community, parents, etc.; and preservice and inservice training.

ABS: NERRC/EM, 5/20/81

TITLE: Preparing Vocational and Special Education Personnel to Work with Special Needs Students: A Teacher Education Resource Guide

AUTHOR: Albright, Len; Clark, Gary (Editors)

PUBLISHER: University of Illinois
Bureau of Educational Research
Urbana, IL

FUNDING INSTITUTION: U.S. Office of Education and
Illinois State Office of Education
Division of Adult Vocational and Technical
Education

PUBLICATION DATE: June 1977

RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (ED 145 605)

LANGUAGE: English

PAGES: 182 **COST:** Microfiche \$.83,
Hard Copy \$10.03 +
postage

PHYSICAL FORMAT: Resource Guide

TARGET AUDIENCE: Administrators, Program Implementators

SUBJECT DESCRIPTORS: Preservice Training, Vocational Teacher/
Training

OVERVIEW: Intended as a resource and guide for teacher educators, the document presents information on training in vocational programming for special needs, disadvantaged and handicapped students in public schools, with emphasis on the adolescent and adult population. Section I reports on the current situation in preparation of vocational and special education personnel to work with special needs students. Guidelines and strategies for teacher education coordination are considered in Section II. Section III describes 25 specific programs preparing personnel to service special needs students and special needs personnel. Usually included in each description are names and addresses of staff members, an overview of the program, a brief outline of purpose and offerings, and some future program directions. In Section IV, 12 existing programs for special needs students are briefly described. Section V provides two action plan instruments, one for a university-based institution and the other for action at the local education agency level. A bibliography of approximately 30 resources for special needs personnel preparation and a bibliography of instructional resources displayed during two national teacher education workshops are presented in Section VI. The final section consists of a guide to obtaining federal assistance for special needs vocational and career programming.

ABS: NERRC/EM, 5/20/81

TITLE: Special Education in Rural Areas: The Problems and Some Solutions, Mini Review, in Important Issues in Rural Education: A Collection of ERIC/CRESS Fact Sheets and Mini Reviews

AUTHOR: Seager, D.D.; et al

PUBLISHER: ERIC Clearinghouse on Rural Education and Small Schools
Box 3AP
Las Cruces, NM 88003

FUNDING INSTITUTION: National Institute of Education (DHEW)
Washington, D.C.

PUBLICATION DATE: March 1980 RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (ED 191 648)

LANGUAGE: English PAGES: 17 COST: \$2.00

PHYSICAL FORMAT: Mini Review

TARGET AUDIENCE: Policy Formulators, Program Implementors

SUBJECT DESCRIPTORS: Rural Education, Funding, Training

OVERVIEW: A mini review suggests solutions to the special education problems of child identification, parent involvement, delivery of special education services, teacher training and outside assistance. Additionally, addresses, contact persons, service areas and samples of available materials from each of sixteen Regional Resource Centers are presented.

ABS: NERRC/EM, 5/20/81

TITLE: The Consulting Teacher Program: Ten Years Later

AUTHOR: Perelman, Phyllis F.; et al

PUBLISHER: University of Vermont
College of Education and Social Services
Burlington, VT

FUNDING INSTITUTION: U.S. Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: October 1978 RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (ED 164 460)

LANGUAGE: English PAGES: 20 COST: Microfiche \$.83,
Hard Copy \$1.67 +
postage

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Program Implementors

SUBJECT DESCRIPTORS: Preservice Training, Consultation Program,
Training of Trainers

OVERVIEW: A program designed to train learning specialists called consulting teachers who, in turn, train classroom teachers to educate handicapped children in the regular classroom setting is described. Consulting teacher trainees are selected on the basis of teacher experience, leadership capability, academic promise, and commitment to special education. The process specifications of the training program are composed of lectures, on-the-job practice, and apprentice-like advising. Graduate consulting teachers assist and train classroom teachers to deal with children who are mildly to moderately handicapped.

ABS: NERRC/EM, 5/20/81

TITLE: Inservice (October, 1980)

AUTHOR: Andrews, Theodore (Editor)

PUBLISHER: National Council of States on Inservice Education
123 Huntington Hall
150 Marshall Street
Syracuse, NY 13210

FUNDING INSTITUTION: U.S. Department of Education
Teacher Corps

PUBLICATION DATE: October, 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 31

COST: Unknown

PHYSICAL FORMAT: Newsletter

TARGET AUDIENCE: Policy Formulators, Administrators, Program
Implementors

SUBJECT DESCRIPTORS: Inservice Training, Training Needs
Assessment, Training Delivery Systems,
Training Resources

OVERVIEW: The theme of this issue of the newsletter is "Inservice Programs for Handicapped Children." Directed at bringing regular and special educators closer in their mutual pursuit of improved educational programs for all children, it features interviews with Edwin W. Martin and Milton Goldberg regarding federal initiatives in personnel preparation. Also included are overviews of national and state inservice networks, a report on a search for quality practices, articles on needs assessment, trainer training, and evaluation for inservice programs, and a review of the expanding implications of P.L. 94-142 on personnel development.

ABS: NERRC/RMM, 5/20/81

TITLE: Comprehensive System of Personnel Development: A Technical Assistance Document

AUTHOR: Regional Resource Center Training Task Force

PUBLISHER: The National Learning Resource Center of Pennsylvania
500 Valley Forge Plaza
1150 First Avenue
King of Prussia, PA 19406

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education

PUBLICATION DATE: June 1980

RRC PRODUCED: Yes

AVAILABLE THROUGH: Currently out of print.

LANGUAGE: English

PAGES: 249

COST: Unknown

PHYSICAL FORMAT: Guide, resource material

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Inservice Training, Preservice Training,

OVERVIEW: This technical assistance document is a process guide for developing and implementing a comprehensive system of personnel development (CSPD) plan at the state level. The guide includes strategies for: (1) establishing a personnel development committee, (2) organizing and implementing a statewide needs assessment, (3) designing a personnel development plan, (4) implementing the training plan, (5) disseminating information and adopting best practices, and (6) evaluating the CSPD. Within each of the sections, legal requirements are discussed and alternatives are offered through the presentation of different state practices.

ABS: MARRC/JLL, 5/01/81

TITLE: Resource Guide for Individualized Competency-Based
Inservice Training

AUTHOR: Littlejohn, Judy; Male, Mary; Skindrud, Karl

PUBLISHER: California Regional Resource Center
School of Education
University of Southern California
600 S. Commonwealth Avenue, Suite 1304
Los Angeles, CA 90005
(213) 381-5231

FUNDING INSTITUTION: Office of Education
Bureau of Education for the Handicapped
U.S. Department of Health, Education and
Welfare

PUBLICATION DATE: January 1977

RRC PRODUCED: Yes

AVAILABLE THROUGH: California Regional Resource Center
School of Education
University of Southern California
600 S. Commonwealth Avenue, Suite 1304
Los Angeles, CA 90005

LANGUAGE: English PAGES: 23 with 11 appendices COST: Unknown

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors

SUBJECT DESCRIPTORS: Inservice Training, Collaborative Training,
Competency-based Teacher Training

OVERVIEW: This manual outlines the program of advanced inservice training provided cooperatively for Resource Specialist Teachers by a state Institution of Higher Learning (IHE) with an accredited special education credential program (Humboldt State University) and one of the six responsible local agencies in California implementing their state Master Plans for Special Education. This program of inservice training follows an "individualized, competence-based" model selected to meet the unique needs and resources of the Northern California area. The model development process is explained, as well as the individual participant process. The procedures they followed for evaluation of this inservice program are included. Various forms and checklists which support the process are included in the eleven appendices.

ABS: MARRC/NLS, 5/15/81

TITLE: Casebook of Professional Practices in Special Education

AUTHOR: Council for Exceptional Children

PUBLISHER: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

FUNDING INSTITUTION: U.S. Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: March 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 160 **COST:** \$4.00 **No.** 149

PHYSICAL FORMAT: Reference Materials

TARGET AUDIENCE: Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Teacher Recruitment, Teacher Certification,
Competency Based Teacher Education, Training
Delivery Systems, Training Evaluation

OVERVIEW: Intended as a companion volume to "Guidelines for Personnel," the casebook, developed by the Professional Standards and Guidelines Project for The Council for Exceptional Children, contains about 150 summaries of exemplary and innovative programs in the areas of personnel recruitment and selection, preparation, certification, and professional practice. Cases are organized by the numbered guidelines of the original manual. It is explained that cases were selected on the basis of significance and relevance in relation to the guidelines. Most cases are summarized in a one-half to two page abstract and are intended to inform persons of the people and places engaging in similar programs. See III-15 for the companion document.

ABS: NERRC/EM, 5/20/81

TITLE: Helping Teachers Become Inservice Facilitators: A Training Program to Develop School Based Inservice Planning Teams

AUTHOR: Wilson, Mary A. (Editor)

PUBLISHER:

FUNDING INSTITUTION: U.S. Department of Education
E.S.E.A. Title III

PUBLICATION DATE: Revised, 1980 **RRC PRODUCED:** No

AVAILABLE THROUGH: Hampshire Educational Collaborative
58 Pleasant Street
Northampton, MA 01060

LANGUAGE: English **PAGES:** by section only **COST:** \$17.00

PHYSICAL FORMAT: Manual

TARGET AUDIENCE: Policy Formulators, Program Implementors,
Administrators

SUBJECT DESCRIPTORS: Inservice Training, Multidisciplinary Team
Training, Training of Trainers, Training
Evaluation, Workshop Management

OVERVIEW: This handbook evolved as part of a federally funded project which developed an Inservice Facilitator Group within the Hampshire Educational Collaborative. Designed to promote School Based Inservice Planning Teams within local school districts, the guide also serves teachers and administrators investigating approaches for planning training in specialized areas. Revised regularly since 1976 and now in its sixth revision, the material has been modified and expanded to meet emerging issues. Color coded sections guide the readers first to explore an overview and then a detailed description of annual workshop formats, evaluation summaries and an analysis of program goals and skill strengthening activities with their related outcomes. Separate sections address 1) Analysis and Goal setting, 2) Data Collection, 3) Resource Management, 4) Team Building, 5) Team-School Communication, and 6) Workshop Management. The final chapters deal with assessing and planning for continuity and change. An annotated bibliography for staff development is provided.

COMMENTS: This Training manual is designed to be used as a hands-on training packet for inservice facilitator training. Each section contains a variety of materials, some to be read for information and others to be used as worksheets for recording observations, comments, feedback. A key feature of this program is that trainees become trainers, affecting continuity of program delivery. Inservice developers and community representatives as well as teachers and administrators may feel this is a useful resource.

ABS: NERRC/EM, 10/30/81

TITLE: Comprehensive System of Personnel Development: A Writer's Handbook

AUTHOR: University of Missouri - Columbia
Department of Special Education
Columbia, MO 65211

PUBLISHER:

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education
Division of Pupil Personnel

PUBLICATION DATE: May 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 26 plus 11 Appendix COST: Free

PHYSICAL FORMAT: Handbook, Resource Material

TARGET AUDIENCE:

SUBJECT DESCRIPTORS: Needs Assessment, Inservice Training,
Preservice Training, Dissemination,
Program Evaluation, State Department of
Education

OVERVIEW: This handbook is addressed to those persons in State Education Agencies who are involved in developing, reviewing, updating, and implementing the Comprehensive System of Personnel Development (CSPD). It was designed as a resource and workbook for writing and reviewing a state's CSPD plan. Feedback from the field after a year of dissemination has indicated its value as a teaching and training document for CSDP committees, as a guide for administrators developing local programs and to a handbook for university staff and professional training developers. The workpages in the handbook are divided into eight sections corresponding to the sequence of the Office of Special Education (OSE) Reviewer's Guide (a copy of which is included in Appendix II). Topics addressed in the worksheets include: Input and Implementation, Needs Assessment, Inservice, Preservice, Dissemination and Adoption, Evaluation and Technical Assistance. Separate Appendices contain the rules and regulations for CSPD plans and State Plan tables. Workpage Appendices provide explanation, information and examples of CSPD products and practices.

ABS: NERRC/ERIC, 10/30/81

TITLE: Inservice Education on Parent-Professional Collaboration:
A Process of Discovery in Pointer. Vol. 25, No. 1

AUTHOR: Swap, Susan; Clark, Jonathan; Knox, Laura

PUBLISHER: Heddref Publications
4000 Albemarle Street, N.W.
Washington, D.C. 200016

FUNDING INSTITUTION:

PUBLICATION DATE: Fall 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 6

COST: \$5.00/issue

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Policy Formulators, Program Implementors,
Administrators

SUBJECT DESCRIPTORS: Parent Training, Inservice Training,
Training Techniques, Cooperative Planning,
Models

OVERVIEW: This article, written by inservice trainers, examines barriers to parent, teacher and administrator collaboration. Communication is viewed as crucial to the evolution of training programs. The authors maintain that educators must model effective collaborative efforts themselves. In order to illustrate collaborative approaches, examples from three projects are presented. Varied formats, processes and foci are described. A common set of ground rules, independent of program content, are suggested. Faculty planning input is stressed as the motivating key in professional involvement. The authors' experiences indicate that on-going training is preferable to single session workshops.

ABS: NERRC/EM, 10/30/81

TITLE: Comprehensive System of Personnel Development: Needs Assessment Considerations

AUTHOR: Chalfant, James; Duncan, Janice; Meyer, Edward; Schofer, Richard; Ueberle, Jerrie

PUBLISHER: Project on Cooperative Manpower Planning in Special Education
University of Missouri - Columbia
Department of Special Education
Columbia, MO 65211

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education
Division of Personnel Preparation

PUBLICATION DATE: June 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 32

COST: Free

PHYSICAL FORMAT: Handbook, Resource Material

TARGET AUDIENCE: Program Implementors, Administrators, Supervisors

SUBJECT DESCRIPTORS: Needs Assessment, Inservice Training, Program Evaluation, Program Administration, Data Collection, State Department of Education

OVERVIEW: This handbook is primarily intended to serve as a resource to State Education Agency personnel who are responsible for the development and implementation of needs assessment activities. It is designed to assist these individuals conceptualize, plan, implement, and evaluate their annual needs assessment activities. It is felt that this handbook also would be of value to other agencies and individuals who are or will be involved in various needs assessment activities. The handbook is concerned with needs assessment in the context of a comprehensive system of personnel development (CSDP). The needs assessment content relates directly to this CSPD context. The handbook offers alternatives for obtaining, analyzing, and utilizing needs assessment information. It suggests the relationship of needs assessment to participatory planning, preservice and inservice training, dissemination and adoption of promising practices, evaluation, and technical assistance.

COMMENTS: The final section presents a current and comprehensive bibliography on needs assessment resources.

ABS: NERRC/EM, 10/30/81

TITLE: A Needs Assessment Approach to Staff Development for
School Based Placement Committees

AUTHOR: Pelosi, John W.; Harbin, Gloria L.

PUBLISHER: North Carolina Department of Public Instruction
Division for Exceptional Children

FUNDING INSTITUTION:

PUBLICATION DATE: 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher, Attention Director of Special
Education or
John Pelosi
Division of Special Education
University of North Carolina at Chapel Hill

LANGUAGE: English PAGES: 58 COST: Free

PHYSICAL FORMAT: Handbook

TARGET AUDIENCE: Policy Formulators, Administrators,
Program Implementors, Supervisors

SUBJECT DESCRIPTORS: Needs Assessment, Inservice Training,
Multidisciplinary Team Training,
Training of Trainers, Data Collection,
Program Administration

OVERVIEW: This handbook presents a systematized approach to planning staff development programs and is intended for Directors of Special Education and Staff Development Coordinators in local school systems. A School Based Placement Committee (SBPC) functions as a multidisciplinary unit responsible for assessment, program and evaluation. Teams are trained as a unit and also provide training for others. Skills, knowledge and competence are determined via an analysis of the law, and additionally by a needs assessment instrument developed and presented in this paper. Separate chapters address the processes of assessing needs, tabulating data, designing training and conducting training sessions. Samples of training design and a sample workshop with related format, goals, content, outline, materials and follow up activities are given. An appendix contains a variety of resources including a matrix for Independent Educational Plan (IEP) goals, a workshop packet, sample role plays for training, data tabulation forms and the needs assessment questionnaire.

ABS: NERRC/EM, 10/30/81

TITLE: Teacher Education and Special Education. Vol. 2, No. 3.

AUTHOR: Cegelka, Patricia T.; Prehm, Herbert (Editors)

PUBLISHER: Council for Exceptional Children
Teacher Education Division
1920 Association Drive
Reston, VA 20091

FUNDING INSTITUTION:

PUBLICATION DATE: Spring 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Special Press
724 S. Roosevelt
Columbus, OH 43201

LANGUAGE: English PAGES: COST: \$5.00

PHYSICAL FORMAT: Journal

TARGET AUDIENCE: Program Implementors, Supervisors, Parents

SUBJECT DESCRIPTORS: Competency Based Teacher Education, Funding,
Higher Education, Preservice Training,
Parent Training

OVERVIEW: This issue contains a compilation of papers presented at the first annual Teacher Education Division (TED) conference/workshop in San Antonio, Texas. A questionnaire-survey in which TED members identified teacher education issues and trends served on the basis for a final selection of 10 categories. Conference groups were assigned topic areas for discussion followed by a written group summary. Counterpoint presentations provided additional dialogue. Finally, the written summaries and counterpoint presentations were integrated to provide a synopsis for each issue and an epilogue provides commentary and perspective by non-participants. The majority of articles focus specifically on the competences needed for quality teacher education. One article discusses the financing of personnel preparation in special education. The issue of Parent Involvement addresses competencies for parent involvement, for training programs and for trainers. Examination of emphasis in undergraduate special education programs presents the varied roles of teachers and concludes that the component with the greatest potential effect is program evaluation. Finally the function of TED in promoting teacher training, involving its members in writing standards for program design and performance and in assuming leadership roles within the organizational structure are explored.

ABS: NERRC/EM, 10/30/81

TITLE: Needs Assessment for Inservice Education: Building
Local Programs

AUTHOR: Davis, Sharon A. and others

PUBLISHER: ERIC Clearinghouse on Handicapped and Gifted
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

FUNDING INSTITUTION: National Institute of Education
U.S. Department of Education

PUBLICATION DATE: 1980 RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 191 252)

LANGUAGE: English PAGES: COST: Free

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Program Implementors, Administrators

SUBJECT DESCRIPTORS: Inservice Training, Needs Assessment,
Data Collection, Cooperative Planning, Models

OVERVIEW: The monograph addresses issues in needs assessment for the inservice education of teachers of handicapped children. Chapter 1, "Self Diagnosis Regarding Needs Assessment" (M. Walker), emphasizes the importance of local personnel involvement and provides a checklist for readers to assess their knowledge on the context, methodology, and application. G. Kuh, in "The State of the Art of Needs Assessment in Education," defines the concept and related operational issues and answers 15 questions which should be asked when planning and conducting a needs assessment. S. Davis ("Planning and Conducting A Needs Assessment") examines steps in the process, describes strategies for data collection, and reviews considerations for selecting such strategies as interviews, observations, the Delphi technique, and group process techniques. "Needs Assessment in Practice" by S. Davis et al. offers examples of the process in four local inservice education programs and identifies successful aspects of the needs assessment activities. P. Mann ("Critical Issues and Persistent Problems") discusses the importance of collaborative planning among administrators, community members, and teachers; and reviews the issues of credibility and program justification. In a final chapter ("Benefits of Effective Needs Assessment") M. Walker views mainstreaming from an ecological perspective and suggests that increased local ability to conduct inservice education can have a ripple effect on levels of the exosystem and the macrosystem. The appendices include guidelines for constructing questionnaires, an inservice training checklist and an outline of a group process technique. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: Needs Assessment for Inservice Training: A First Step
for Mainstreaming Exceptional Children into Regular
Education

AUTHOR: McGinty, Ann; Keogh, Barbara

PUBLISHER: Special Education Research Program
Graduate School of Education
University of California
Los Angeles, CA

FUNDING INSTITUTION: California State Department of Education
University of California, Los Angeles

PUBLICATION DATE: October 1975

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 74

COST: Unknown

PHYSICAL FORMAT: Report (Technical)

TARGET AUDIENCE:

SUBJECT DESCRIPTORS: Needs Assessment, Inservice Training,
Statewide Planning, Training Techniques

OVERVIEW: This report provides a summary of Phase II of a two year project. Phase I reviewed literature relevant to inservice training techniques and programs. Phase II narrows the focus to the needs assessment process and formulation of goals. Included are a rationale for emphasizing this aspect of training programs, examples of techniques and an indepth analysis of a field tested, research instrument developed by the University of California at Los Angeles (UCLA). Issues of target population for assessment, determiners of program content and approaches to program delivery are explored. Numerous projects concerned with these issues are cited with reference to their strengths and problems. UCLA drew on and expanded from these prior efforts to develop and field test a practical survey. Since mainstreaming was one direction of the California Master Plan in Special Education, a broad-based group of professionals were involved to ascertain their perceived needs. Included in one appendix are Form A of the Inservice Inventory which identifies training topics and attitudes and Form B which records interviewee's estimates of personal competence in given skill areas.

COMMENTS: Issues of inservice include content, planners, sites, time of year, incentives, and presentation techniques. Attitudes and competencies are compared with reference to subject area and related skills. An analysis and comparison of regular and special educators' responses provides interesting information. There is also an emphasis on leadership at the state level.

ABS: NERRC/EM, 10/30/81

TITLE: A National Survey of Comprehensive Systems of Personnel
Development: A Third Status Study

AUTHOR: Schofer, Richard C.; Duncan, Janet R.

PUBLISHER: University of Missouri - Columbia
Department of Special Education
Columbia, MO 65211

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education
Division of Personnel Preparation

PUBLICATION DATE: 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 332 COST: Free

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Statewide Planning, Monitoring,
Dissemination, Inservice Training, Data
Collection, Program Evaluation, State
Department of Education

OVERVIEW: This publication reports on the third national survey conducted throughout the U.S., Washington, DC, and the territories relative to personnel planning in special education. The first two studies (1976, 1978), although similar in intent, differed in emphasis and target population. The first status study focused on state's response to the Bureau of Handicapped (BEH) manpower directive advising states to involve higher education personnel, state and local personnel and parents in developing a statewide planning system. The second study also attempted to determine each state's compliance with the Comprehensive System of Personnel Development (CSPD) sections on Public Law 94-142. As problems in special education personnel training were defined, the project for Cooperative Manpower Planning in Special Education conducted a third national survey to examine the extent of and nature of involvement of State Education Agencies in CSPD. This document presents a summary of the findings, a summary of each state's response (Appendix G) and a summary for all responses to each survey item in the National Summary of Responses to the Survey of the Status of CSPD activities in State Education Agencies (Appendix H) and the survey instrument (Appendix C). A subsection on State CSPD activities discusses organizational structure at the state and local levels, participatory planning, needs assessment and personnel data, inservice training, dissemination of promising practices, monitoring, technical assistance, evaluation and assessment of CSPD efforts.

ABS: NERRC/EM, 10/30/81

TITLE: Description and Abstracts of Regular Education
Inservice Projects (REGI)

AUTHOR: Merriam, V.; Byers, K.; Cline, D. (Compilers)

PUBLISHER: National Inservice Network
Indiana University
2853 E. 10th Street
Bloomington, IN 47405

FUNDING INSTITUTION:

PUBLICATION DATE: January 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES:

COST: Unknown

PHYSICAL FORMAT: Report, Reference Material

TARGET AUDIENCE: Policy Formulators, Program Implementors

SUBJECT DESCRIPTORS: Inservice Training, Models, Dissemination

OVERVIEW: This description of the Regular Education Inservice (REGI) effort in fiscal year 1980 includes a summary analysis of data from the REGI Projects, and a state-by-state compilation of project abstracts. The National Inservice Network (NIN) has produced this information as part of its linkage and dissemination function. Project abstracts, provided by project directors, are organized by state and territory. Charts summarizing characteristics of the REGI Projects precede the abstracts. A comprehensive index provides cross-referencing and access to varied topics including specific training populations, target groups for service delivery and project characteristics. This document is intended to increase dissemination of information and effective practices within a network of providers of inservice education for regular educators working with handicapped children.

ABS: NERRC/EM, 10/30/81

TITLE: The Inservice Planners Primer: A Basic Guide for Quality
Inservice Planning

AUTHOR: Bellance, James

PUBLISHER: Illinois State Board of Education
100 N. First Street
Springfield, ILL 62777
Attention: Department of Specialized Education
Services

FUNDING INSTITUTION: Public Law 94-142: State Discretionary
Dollars

PUBLICATION DATE: 1977

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 67

COST: Individual copies
free at this time

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Policy Formulators, Program Implementors,
Administrators, Parents

SUBJECT DESCRIPTORS: Inservice Training, Needs Assessment,
Models, Program Evaluation, Consultant
Programs, Funding

OVERVIEW: Current attitudes blocking successful inservice planning are presented along with basic principals for designing effective programs. The Apollo model, characterized as a group process employing a problem-solving approach, is reported. A step by step procedure including leader instructions, charts and needs assessment questionnaires by subject are included in order to identify priority training needs as identified by staff. Alternative program formats are described and internal and external training resources are discussed. In this particular model, a workshop design with consultants, based on specific needs, was selected. Issues of planning and evaluation criteria for the workshop and consultants are described. A chart to identify valid staff development activities is presented along with related funding options and an example of district cost analysis. The appendix contains a questionnaire developed by teachers, parents, administrators and special educators in 1977-78 to identify a training program for P.L. 94-142 and to initiate an on-going training and planning district committee. The results were incorporated in the Illinois Office of Education state plan. A variety of formats for data collection are explored.

COMMENTS: For further information contact James Bellanca, the project director, at the N.W. Educational Cooperative, 510 S. Dwyer Street, Arlington Heights, ILL 60005.

ABS: NERRC/EM, 10/30/81

TITLE: Project S.P.E.C.T.R.E. (Special Education Curriculum and Training) Appendix A: Evaluative Summary of Inservice Activities for Regular Educators

AUTHOR: Kelly, Edward (Project Director)

PUBLISHER: University of Nevada at Las Vegas
Department of Special Education
4505 Maryland Parkway
Las Vegas, NV 89154

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education

PUBLICATION DATE: 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

Attention: Project Director, Dr. Edward Kelly

LANGUAGE: English PAGES: 38 COST: Appendix A, no cost
Instructional packet at
reproduction cost

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Administrators, Policy Formulators,
Program Implementors

SUBJECT DESCRIPTORS: Dissemination, Rural Education, Inservice
Training, Training Delivery System,
Models, Needs Assessment, Data Collection

OVERVIEW: This report covers the first year (1979-80) of the three year Project S.P.E.C.T.R.E. The primary emphasis is on dissemination of information and skills to regular classroom teachers serving exceptional children in rural and remote areas. The project conducted an August institute, reinforced by a practica from September to December, with follow-up during the remainder of the year. Though the content remained constant, inservice delivery modes were varied to ascertain effectiveness. Modes included 1) instructional packets, 2) master teachers from remote areas, 3) inservice by university personnel at teachers' homesites and 4) inservice by university personnel on the university campus. Information relative to needs assessments, knowledge acquisition, attitudes, skill and competency change and participant and administrative satisfaction are reported. Results of two needs assessment questionnaires, the first to elementary teachers and the second to junior high and high school teachers, are presented in tabular and narrative form. During this year pre-, post- and practicum tests were administered three times. Data from the needs assessment and the series of tests are analyzed and a summary of the findings is presented. It is suggested that this process can be utilized with regular teachers in other rural areas.

Project S.P.E.C.T.R.E. (Special Education Curriculum
and Training) Appendix A: Evaluative Summary of Inservice
Activities for Regular Educators (Continued)

COMMENTS: Project S.P.E.C.T.R.E. also developed a related content orientated resource, "Resources for Classroom Teachers." The content was based on informational interviews with regular and special education teachers and school administrators as well as the perceptions of the project staff over the course of the year. Needs Assessment I in the appendix further refined the material. The Manual is available through the University.

ABS: NERRC/EM, 10/30/81

TITLE: Psychological Consultation: Helping Teachers Meet
Special Needs

AUTHOR: Parker, Clyde A. (Editor)

PUBLISHER: University of Minnesota
Leadership Training Institute/Special Education

FUNDING INSTITUTION: Department of Health, Education and
Welfare
Office of Education
Exceptional Children's Program
Bureau on Adult and Occupational Education

PUBLICATION DATE: 1975 **RRC PRODUCED:** No

AVAILABLE THROUGH: Council of Exceptional Children
1920 Association Drive
Reston, VA 22091

LANGUAGE: English **PAGES:** 270 **COST:** \$5.00
Member price \$4.25

PHYSICAL FORMAT: Book (Paperback)/Conference Report

TARGET AUDIENCE: Program Implementors, Policy Formulators,
Administrators

SUBJECT DESCRIPTORS: Consultation Programs, Inservice Training,
Cooperative Planning, Models

OVERVIEW: The present role of the special educator in mainstreaming has taken on new meaning with the need for regular and special educators to share their expertise. This book deals with various forms of psychological consultation used successfully in school systems. A set of papers, which evolve from a Leadership Training Institute, attempts to clarify some of the problems encountered in the field as well as the functions of and skills needed by a consultant. The book is divided into sections "The Practice of Consultation" is illustrated by four case studies. "The Theory of Consultation" is represented by a description and discussion of five models. "The Uses of Consultation" identifies effective models from the consumer's point of view.

COMMENTS: This report evolved from a Leadership Training Institute/Special Education Conference in June 1974. This compilation of articles allows for contributors from varied theoreticians and general practitioners. Each article is prefaced by an author's summary or perspective and concludes with a written discussion of the material. Often a reference list is provided. This is a readable collection of material for those interested in learning about consultative skills. This book is timely given the change from direct services to consultative ones. The information can also enhance the training of future consultants.

ABS: NERRC/EM, 10/30/81

TITLE: Maximizing Staff Potential: An Individualized Approach to Personnel Development

AUTHOR: McCarthy, William C.

PUBLISHER: National Association of State Directors of
Special Education (NASDSE)
1201 Sixteenth Street, N.W.
Suite 610 E
Washington, D.C. 20036

FUNDING INSTITUTION:

PUBLICATION DATE: November 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 33

COST: \$4.00

PHYSICAL FORMAT: Manual

TARGET AUDIENCE: Administrators, Policy Formulators,
Program Implementors

SUBJECT DESCRIPTORS: Consultant Programs, Inservice Training,
Training Evaluation, Training Delivery
System, State Department of Education,
Fiscal Accountability

OVERVIEW: This document reports staff development (SD) procedures developed by the Maryland State Department of Education. The author believes these approaches can be replicated by other sizes and types of agencies. These strategies have been field tested and adopted by other divisions in the department. The program described followed a reorganization of the Division of Special Education with a focus on accountability in program development and fiscal management. The role of a consultant in Staff Development is deemed critical. Suggested procedures are outlined and diagrammed. Described in detail in the text are 1) establishing organized management, 2) administering SD profiles, 3) formulating training based on SD profiles, 4) preparing training modules, 5) conducting training activities, and 6) evaluating training activities. In the appendix are sample state forms.

COMMENTS: This manual may be useful to state education departments and other agencies in planning inservice experiences for a total staff with divergent experience and background.

ABS: NERRC/EM, 10/30/81

TITLE: Maine's Comprehensive System of Personnel
Development (CSPD)

AUTHOR: Arbuckle, Margaret

PUBLISHER: Maine Department of Educational and Cultural Services
State House Station 23
Augusta, ME 04333

FUNDING INSTITUTION:

PUBLICATION DATE: May 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 23

COST: Free

PHYSICAL FORMAT: Evaluative Report

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Statewide Planning, Training Delivery System,
Inservice Training, Needs Assessment,
Dissemination, Program Evaluation,
State Department of Education

OVERVIEW: This report reviews the progress of Maine's CSPD for 1980-81, as well as objectives for the following year. In addition to the procedures required by P.L. 94-142, Maine has added several components to assist educational and other support personnel in their staff development, including 1) coordination, identification and dissemination of informational sources and materials, 2) establishment of support teams to assist in building locally designed staff development systems and 3) the design and delivery of specific inservice or professional programs based on identified state wide needs. The bulk of this document outlines long/short term goals and their related outcomes. Major areas include participation in CSPD planning, needs assessment, information retrieval, dissemination, personnel training and evaluation.

COMMENTS: Other state educational agency personnel involved in CSPD may find Maine's experiences of interest. Detailed information on the procedures Maine elected to follow and the direct results are presented succinctly in a readable format.

ABS: NERRC/EM, 10/30/81

TITLE: Recruitment and Retention in Rural America

AUTHOR: Helge, Doris I.; Marrs, Lawrence W.

PUBLISHER:

FUNDING INSTITUTION:

PUBLICATION DATE: April 27, 1981

RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service

P.O. Box 190

Arlington, VA 22210 (Ed 199 022)

LANGUAGE: English

PAGES: 22

COST: Reproduction Costs

PHYSICAL FORMAT: Conference Paper

TARGET AUDIENCE: Administrators, Program Implementors, Supervisors

SUBJECT DESCRIPTORS: Rural Education, Inservice Training,
Teacher Recruitment, Teacher Retention,
Interagency Coordination of Services

OVERVIEW: Social isolation, extreme weather conditions, inadequate housing, and low salaries often characterizing rural areas cause problems in recruiting and retaining special education personnel. Successful interviewers for rural districts must include four components in their recruitment strategies: the use of intrinsic rather than extrinsic activators, the consideration of local cultural norms in personnel choice, the use of the interviewee's needs and motivations, and the creative selling of the school district. The most effective recruiting occurs when all the rural area's resources are fully exploited, negative characteristics are presented positively, and unchangeable limitations are met honestly. Retaining personnel requires a similar strategy. Because personnel who remain in an area usually share that area's goals and expectations, a district should make every effort to help new staff members acclimate, teaching them about the local power structure and communication system and structuring their initial experiences for success. The district must have long-term strategies to address the unchangeable aspects of employment and to enhance staff development possibilities. Rural districts need a formal interagency recruitment system that includes forecasting, communication, and matching of needs and resources. The National Personnel Needs Data Bank maintains an informal exchange for districts in search of qualified special education personnel. (ERIC)

COMMENTS: A companion document "Retention and Recruitment" was also prepared for the same "National Conference on Leadership for Problem-Solving in Rural School," April 27-May 1, 1981. Developed

Recruitment and Retention in Rural America (Continued)

by the National Rural Research and Personnel Preparation Project (NRC), the document offers sample profile abstracts representing over eighty local rural districts and special education cooperatives nationwide. This compilation has a wide audience in administrators at all levels, legislators, teaching personnel and support staffs, cooperating agencies and teacher training institutes. It is available for \$5.00 from the NRP at Murray State University; Murray, Kentucky 42071.

ABS: NERRC/EM, 10/30/81

III-51A

TITLE: Alternative Methods of Meeting Part D Inservice Training Needs

AUTHOR: Jones, Wayne A.

PUBLISHER: National Association of State Directors of
Special Education (NASDSE)
1201 Sixteenth Street, N.W.
Washington, DC 20036

FUNDING INSTITUTION:

PUBLICATION DATE: 1976

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 16

COST: \$2.50

PHYSICAL FORMAT: Evaluative Report

TARGET AUDIENCE: Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Funding, Inservice Training, Preservice
Training, State Department of Education,
Higher Education

OVERVIEW: P.L. 93, 380, Title VI, Part D as amended by P.L. 94-142, provides funds to state agencies and training institutions for inservice and preservice training for teachers of the handicapped. The purpose of this article is to provide users of Part D funds -- state education agencies, local districts, college and universities, with alternative methods of meeting training needs. The alternative options described are 1) fellowships, 2) summer traineeships, 3) special study institute, 4) contracting for services, 5) teacher trainer internships, 6) practicum stations, 7) matching funds, 8) pilot programs, 9) central office internships and 10) supervisors. Additionally these training alternatives are matched against 16 characteristics for the purpose of differentiation.

ABS: NERRC/EM, 10/30/81

TITLE: The Range of Variability: Inservice Design in
Special Education

AUTHOR: Massey, Sara; Henderson, Robert (Editors)

PUBLISHER: New England Teacher Corps Network
P.O. Box 1065
Portsmouth, New Hampshire 03801

FUNDING INSTITUTION: Department of Health, Education and
Welfare
Office of Education

PUBLICATION DATE: 1977

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 129 COST: Free

PHYSICAL FORMAT: Book (Paperback), Conference Paper

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Inservice Training, Cooperative Planning,
Program Administration, Paraprofessional
Training, Models

OVERVIEW: This book contains 11 essays presented at a New England Teacher Corps Network institute series on the inservice training of regular classroom teachers and paraprofessionals in the education of handicapped children. Titles and authors include "Ending the Isolation of the Handicapped" (W. Smith), "Perspectives for Staff Development -- A Collaborative Design" (P. Mann, R. McClung), "An Inservice Seminar on Mainstreaming -- Using Network Support at a Local Level" (V. Trumbull, W. Brown), "The Application of Special Educational Perspectives and Approaches in Regular Secondary Classrooms" (M. Nahmias, A. Allnutt), "The Mini Course -- An Alternative Approach to Inservice Education" (R. Glass, et al), "A Non-Special Education Child Study Team -- A Job-Embedded Inservice Training Project" (W. Harris), "Orientation to Exceptional Children Through Placement Committee Activities" (P. Sherlock, L. Dolan), "New Skills for Teachers -- An Inservice Counseling Skills Model" (W. Mehnert), "Teaching Children with Special Reading Needs" (A. Dyer), "Is Inservice the Answer?" (S. Massey), and "Conclusion -- Network Learnings in Staff Development" (R. Henderson). (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: Vocational Education and Handicapped Learners:
Perceptions and Inservice Needs of State Leadership
Personnel. Policy Research and Resource Series:
Document 1.

AUTHOR: Phelps, L. Allen; Thornton, L. Jay

PUBLISHER: Illinois University
Urbana, IL 61801

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education

PUBLICATION DATE: December 1979

RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 194 743)

LANGUAGE: English **PAGES:** 49 **COST:** Reproduction Costs

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Administrators, Policy Formulators, Program
Implementors

SUBJECT DESCRIPTORS: Program Administration, Vocational Teacher
Training, Needs Assessment, Inservice
Training, State Department of Education,
Interagency Coordination of Services

OVERVIEW: This report presents baseline data describing perceptions and training needs of eight groups of leadership personnel involved in vocational programming for the handicapped. An introduction sets forth the problem -- obtaining comprehensive data to assist in planning and development of appropriate inservice technical assistance activities the Leadership Training Institute/Vocational and Special Education Project might offer. (The project's goal is conducting short-term inservice training for state leadership personnel involved in vocational education, special education, and vocational rehabilitation.) A second section describes designs and identification of survey population, and followup activities. The third section first presents composite findings for the three major survey questions: (1) identification of exemplary practice or policies, (2) perceived importance of agencies and organizations involved in development of vocational education opportunities for the handicapped, and (3) identification of leadership training needs. Composite findings are then given for the groups surveyed: State Directors of Vocational Education, State Directors of Special Education, State Directors of Vocational Rehabilitation, professional association officers, State Board of Education members, handicapped advocates and consumers, teacher educators, and State Advisory Councils for Vocational Education. Seven recommendations are presented. Appendixes include composite data tables and the survey instrument. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: Directory and Program Information for the Office of Special Education Vocational/Career Education Projects 1979-1980. Personnel Inservice and Preservice Training Programs for Educators to Accommodate Handicapped Children and Youth in Vocational/Career Education: Class Settings -- Policy Research and Resource Series: Document 3

PUBLISHER: Illinois University
Urbana, IL 61801

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education

PUBLICATION DATE: May 1980

RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 194 745)

LANGUAGE: English **PAGES:** 285 **COST:** Reproduction Costs

PHYSICAL FORMAT: Directory

TARGET AUDIENCE: Program Implementors, Administrators

SUBJECT DESCRIPTORS: Inservice Training, Preservice Training, Vocational Teacher Training, Dissemination, Program Evaluation

OVERVIEW: This directory contains abstracts for over 60 Office of Special Education (OSE) projects funded under the vocational/career education priority to provide training to educators involved with the handicapped. (This priority regards the preparation of personnel to meet the critical and continuing need for provision of vocational/career education opportunities to handicapped children and youth.) The publication first provides a list of project directors and a map illustrating the geographical distribution of the individual projects. Projects are grouped by states which are arranged in alphabetical order. The first part of each project abstract is presented in the following format: project number, title, sponsoring agency, grant number, contact person and address, description, major objectives, dissemination, evaluation, products, and descriptors. The second part of each abstract is a table which indicate number and type of participants and such information as hours of training, level, instructional techniques, settings, and disabilities. Following the abstracts are a section on common concerns relating to Division of Personnel Preparation Grant Development Administration and a directory of the OSE Division of Personnel Preparation program staff. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: Caboodle of Information for the Arizona Conference on
Recruitment and Retention of Special Education Personnel
in Rural and Remote Areas

PUBLISHER: Regional Resource Center West
3325 Wilshire Blvd., Suite 1345
Los Angeles, CA 90010
(213) 381-5231

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education

PUBLICATION DATE: May 19, 1981

RRC PRODUCED: Yes

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES:

COST: Free

PHYSICAL FORMAT: Conference Paper

TARGET AUDIENCE: Policy Formulators, Program Implementors

SUBJECT DESCRIPTORS: Teacher Recruitment, Teacher Retention,
Inservice Training, Rural Education

OVERVIEW: This collection of articles and abstracts is divided into the two sections on (1) recruitment and retention and (2) staff development. An appendix contains National Rural Project (NRP) abstracts on regular education inservice related to special needs and to parent involvement in rural areas. An annotated directory of organizations and agencies with rural concerns is given. A sample NRR requester form is provided for parties interested in accessing a new data bank focused on rural service delivery now being developed by the staff of Murray State University.

COMMENTS: Users will need to be highly selective in locating training resources. However, since information related to the special needs rural population is limited, this "caboodle" may contain data useful to other state and local agencies dealing with similar concerns and needs.

ABS: NERRC/EM, 10/30/81

TITLE: Towards a Comprehensive System of Inservice Training in
Special Education

AUTHOR: Altman, Reuben

PUBLISHER: National Association of State Directors of
Special Education (NASDSE)
and
The Higher Education Consortium for Special Education

FUNDING INSTITUTION:

PUBLICATION DATE: October 1979

RRC PRODUCED: No

AVAILABLE THROUGH: NASDSE
1201 16th Street, N.W.
Washington, DC 20036

LANGUAGE: English PAGES: COST: \$4.00

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Inservice Training, Statewide Planning,
Program Administration, State Department of
Education, Higher Education

OVERVIEW: The monograph provides an overview of inservice education issues related to P.L. 94-142, The Education for All Handicapped Children Act; and considers approaches to designing and implementing statewide inservice training programs. Considered in the first section are the following topics: inservice provisions of P.L. 94-142; the proliferation of innovative practices; the role of inservice in personnel development; and the role of state, university, and local agencies in inservice. Among other issues addressed are accountability, fiscal difficulties, and implications of full or "life" certification. Ambiguities in P.L. 94-142 regulations, manpower distribution trends, and difficulties in relationships among agencies are included in a discussion of problems influencing inservice education. The second section focuses on the design and implementation of inservice training programs. The following aspects are examined (sample subtopics in parentheses); administering statewide inservice (organizing and managing the system); determining inservice needs (motivating participation and establishing inservice priorities); determining optimal systems (identifying and categorizing delivery modes and matching inservice modes to conditions); and evaluating and providing followup. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: How to Plan Training Programs

AUTHOR: Beatty, Grace J.; Gardner, David C.; Avallan, Judith L.

PUBLISHER: American Training and Research Associates
54 Gaston Street
Methuen, MA 01844
(617) 682-8580

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education
and
The National Foundation for the Improvement
of Education

PUBLICATION DATE: 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 267

COST: Unknown

PHYSICAL FORMAT: Manual

TARGET AUDIENCE: Administrators, Policy Implementors,
Program Implementors

SUBJECT DESCRIPTORS: Inservice Training, Models, Needs Assessment,
Program Evaluation, Funding, Training
Delivery System

OVERVIEW: This comprehensive manual for planning and implementing teacher inservice training programs provides a step-by-step procedure for each phase of the planning cycle. Alternate strategies for each step encourage individual adaptation. This field-tested product represents ongoing teacher involvement, from development through usage and modification. The context of special education laws serve as a framework, but the authors believe this process can contribute to quality inservice programming throughout educational systems. Development of this guide incorporates ideas from best practice in inservice nationwide derived from extensive literature review of interviews with teachers, coordinators and experts in training as special education. The first ten of the thirteen chapters deal with setting up an inservice committee, developing support systems, designing a survey, conducting a needs assessment, identifying resources, designing a problem, evaluating, writing an inservice plan, identifying funding and implementing a program. The last two chapters serve as a resource directory for sources of information assistance and materials for inservice training. An appendix reports the results of a national survey used to determine training needs which had high reliability and validity.

ABS: NERRC/EM, 10/30/81

TITLE: Project Retool: Continuing Education for Teacher Educators in Special Education

AUTHOR: Heller, Harold W.; Schilit, Jeffrey (Editors)

PUBLISHER: Council for Exceptional Children
Project Retool
1920 Association Drive
Reston, VA 22091

FUNDING INSTITUTION: Department of Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped
Division of Personnel Preparation

PUBLICATION DATE: 1979

RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 180 176)

LANGUAGE: English **PAGES:** 532

COST: Reproduction Costs

PHYSICAL FORMAT:- Evaluative Report

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Inservice Training, Needs Assessment, Models, Higher Education, State Department of Education, Program Administration, Statewide Planning

OVERVIEW: Five model projects for providing continuing education opportunities to teacher educators in special education are presented. Background for the development of Project RETOOL includes a 10 step outline of the process. Implementation was designed in three phases: needs assessment of current special education, teacher educators, development of various models by institutions of higher education and state education agencies, and implementation of the models for providing inservice to target personnel on a statewide level. A list of the advisory committee and the faculty interview instrument are appended. The five state models (California, Kentucky, Massachusetts, Missouri, and North Carolina) are provided in the following sections. Each section explains the components of its plan, including history, planning and implementation of conferences, etc., delivery and content of programs, and conclusions, observations, and recommendations. Among appendices for the sections are assessment instruments, committee reports, workshop evaluation instruments, and forms. A brief followup report concludes that surveyed participants found the various programs to be highly effective in meeting the education needs of inservice teacher educators. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: A Program Structure for Evaluation and Planning

AUTHOR: Melichar, Joseph F.

PUBLISHER: Southwest Regional Resource Center
University of Utah
2363 Foothill Dr. Suite G
Salt Lake City, UT 84109

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
U.S. Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: January 1975 RRC PRODUCED: Yes SWRRC

AVAILABLE THROUGH: Publisher (Limited availability)

LANGUAGE: English PAGES: 110 COST: Reproduction Costs

PHYSICAL FORMAT: Guide, Report

TARGET AUDIENCE: Administrators, Supervisors

SUBJECT DESCRIPTORS: Program Evaluation, Training Evaluation,
Information Systems, Cooperative Planning,
Fiscal Accountability, State Department
of Education

OVERVIEW: This paper was part of an effort designed to provide in-service training to the South-West Regional Resource Center (SWRRC) in evaluation procedures. The first section provides the framework for a general formative evaluation process model, based on the collection of six forms of evidence 1) effort information, 2) performance information, 3) adequacy of performance, 4) cost data, 5) process data, and 6) value data. Section two describes the SWRRC overall program within the constraints of operating conditions, and offers a hypothetical model for an RRC design. Sections 3-10 outline four components of RRC activities, with the development of a framework against which evaluation measures can be taken. The components include 1) management and administrative activities, 2) resource and information flow to region and integration with the national systems, 3) state and local education needs and 4) the instructional process. Guidelines and discussion for cost-accountability are presented in sections 11-13. Evaluation as an ongoing activity of measurement is the conceptual framework for this model. A detailed analysis of each program component is necessary to place existing program plans into a measurable format in order to formulate a crucial baseline for measurement and a foundation for future planning. The essential measurement baseline is a combination of: needs upon

A Program Structure for Evaluation and Planning (Continued)

which the program is based; its desired outcomes; program plans; and actual or observed outcomes; and products produced. Contained in the report are 58 pages of figures and tables describing the RRC roles and interactions, demographic data relevant to RRC activities, and charts of organizational structure.

ABS: MARRC/LCS, 10/30/81

III-60A

TITLE: Making It Work in Rural Communities: Training,
Recruiting, and Retaining Personnel in Rural Areas

AUTHOR: Huntinger, Patricia; Smith-Dickson, Bonnie J. (Editors)

PUBLISHER: The Rural Network
Western Illinois University
College of Education
Room 27, Horrabin Hall
Macomb, IL 61455

FUNDING INSTITUTION: U.S. Department of Education

PUBLICATION DATE: August 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 45

COST: \$4.00

PHYSICAL FORMAT: Monograph

TARGET AUDIENCE: Administrators, Supervisors

SUBJECT DESCRIPTORS: Personnel Development, Program Development,
Inservice Training, Higher Education, Models,
Training Delivery Systems, Teacher Retention

OVERVIEW: The purpose of this monograph is to delineate problems and approaches related to recruiting and maintaining adequately trained professionals in service delivery roles in rural areas. Four papers discuss problems, suggest strategies for retraining staff and provide three distinctly different training programs. Glendon Castro discusses the personal aspects, characteristics of individuals, job related and environmental influences which affect the retention of personnel in rural areas. He presents a staff development and inservice training program found at the Exceptional Child Center at Utah State University. Patricia Huntinger describes the training program offered by the Western Illinois University Early Childhood Handicapped Training Project, covering program development, curricula, field experiences, the competencies and evaluation of both students and program. Davis and Porter present a training project developed by the Family Infant and Toddler Project in Nashville, Tennessee which serves to unify the service providers within a community and provide a comprehensive overview of the participants, program structure, content areas and operation of the program. The paper from the personnel at the Developmental Education Birth to Two Project describes the DEBT Outreach Training Staff program developed for volunteers. The authors describe the recruitment procedures and steps in the training process: preservice training, field experiences and on-site evaluations.

ABS: MARRC/LSC, 5/7/82

TITLE: "Team Leadership Training in Vocational Special Needs"
Proceedings: Annual Statewide Conference on Vocational
Special Needs. April 16, 17, 18, 1979

AUTHOR: Kok, Marilyn; Foley, Tico; Atkinson, Nancy (Editors)

PUBLISHER: The Vocational Special Needs Program: Vocational,
Adult and Extension Education
College of Education
Texas A&M University
College Station, TX 77843

FUNDING INSTITUTION: Texas Education Agency
Department of Occupational Education
Division of Occupational Research and
Development

PUBLICATION DATE: April 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher's Lending Library
or
EDRS (#ED 194787 or #CE027146)
P.O. Box 190
Arlington, VA 22210

LANGUAGE: English

PAGES: 329 COST: \$8.90

PHYSICAL FORMAT: Conference Proceedings

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
Program Implementor, Child Advocates, Parents

SUBJECT DESCRIPTORS: Personnel Development, Interagency
Coordination of Services, Vocational
Education, Related Services, Federal
Legislation, Inservice Training,
Communication

OVERVIEW: These proceedings of a statewide Texas conference focus on the need for cooperation between the leadership in the fields of special and vocational education in order to meet the needs of handicapped students. Featured presentations: (1) stress the necessity for this team approach at the top levels of education -- state agency bureaucracy as well as the teacher level in the schools; (2) cite examples of such successful teamwork in two schools in Texas; (3) explore the issues of personnel development, accountability, communication, cooperation, and refining the delivery system in vocational education; (4) describe a program for vocational preparation of severely disabled persons; (5) explain the necessity for lifelong career education and vocational education for handicapped persons; and (6) reiterate the need for interagency cooperation and focus on employment. Mini-session reports cover practical approaches in vocational training of handicapped persons; behavior problems; modification

"Team Leadership Training in Vocational Special Needs"
Proceedings: Annual Statewide Conference on Vocational
Special Needs. April 16, 17, 18, 1979 (Continued)

of vocational curriculum and physical facilities for handicapped students; safety; litigation; Learning Opportunities for Teachers (LOFT) in mainstreaming; motivation; job placement; evaluation of handicapped students; maintaining vocational quality while training handicapped students; and attitudes toward minority handicapped students. A self-portrait of a successful handicapped person, given as a luncheon speech, is also included. (ERIC)

TITLE: Reality Practice: Methods and Theory of Role Playing --
A Skill Development Kit

AUTHOR: Lippitt, Peggy; Lippitt, Ronald; Sproule, George E.

PUBLISHER: Development Publications
5605 Lamar Road
Bethesda, MD 20816
(301) 320-4409

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 55

COST: \$70.00

PHYSICAL FORMAT: Three-ring binder and three cassettes
(Training Kit)

TARGET AUDIENCE: Program Implementors, Supervisors

SUBJECT DESCRIPTORS: Personnel Development, Inservice Training,
Training Techniques

OVERVIEW: This training kit is designed to be a self-teaching skill building experience about how to set up and lead role playing activities in all kinds of training programs. The kit consists of six cassette tapes, six modules of information and practice activities throughout. It defines role playing as "reality practice," a method of practicing different behaviors in difficult interpersonal situations. An orientation to a wide variety of uses of reality practice methods is presented. The basic method is outlined in a sequence of 10 steps with an in-depth explanation of each step. The 10 steps are: (1) establish an easy, trusting atmosphere; (2) choose the situation; (3) clarify the situation; (4) brief the role-players, (5) clarify the jobs of the others; (6) start the action; (7) stop the action; (8) analyze what happened; (9) repractice when appropriate; and (10) return the role-takers to their own identities and connect learning to life situations.

ABS: MARRC/LSC, 5/7/82

TITLE: Learning From Conflict: A Handbook for Trainers and Group Leaders

AUTHOR: Hart, Lois B.

PUBLISHER: Addison-Wesley Publishing Company
Reading, MA

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 218 COST: \$8.95

PHYSICAL FORMAT: Handbook

TARGET AUDIENCE: Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Personnel Development, Interagency Personnel Training, Training of Trainers, Conflict Management

OVERVIEW: This book was written to meet the needs of trainers and instructors in the specific content area of conflict management. It is a handbook of instructional activities developed to increase people's skills in conflict management. The author emphasizes the importance of learning that conflict has both destructive and constructive elements and that through our reactions and behavior in conflict situations we can channel the energy generated in a positive direction. The various activities are designed to involve participants and allow them to explore what can be learned from conflict. The view that conflict is inevitable, normal and manageable is the basic theme of the book. The handbook includes activities for: warm-up to the topic; identifying the kinds of conflict in which people are involved; exploration of the variety of ways people react to conflicts; exploring the causes of conflict; preventing the escalation of conflict, helping people to find resolution to conflicts; and summarizing the learning of the participants.

ABS: MARRC/LSC, 5/7/82

TITLE: Coping With Change and Conflict

AUTHOR: Organizational Renewal, Inc.
The Gordon Lippitt Consulting Group

PUBLISHER: Development Publications
5605 Lamar Road
Bethesda, MD 20816
(301) 320-4409

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1972

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 85 **COST:** \$100.00 for first set;
each additional participant
notebook: \$15.00

PHYSICAL FORMAT: Training Kit

TARGET AUDIENCE: Administrators, Program Implementors, Parents,
Advocates, Policy Formulators, Supervisors

SUBJECT DESCRIPTORS: Personnel Development, Communication,
Conflict Management, Inservice Training,
Training Resources

OVERVIEW: This is a packaged, one-day training activity on conflict management. The trainer is briefed by a cassette tape and a trainer's notebook. Participants receive their own notebook. The workshop is designed to initiate some of the ways of coping with change in organizations and the inevitable conflict that changes bring. The focus is on making conflict creative and constructive. In specific, the training deals with the following five areas: 1) examining the underlying causes of conflict, such as distrust, competition, difference of values, and fear of change; 2) assessing tolerance and attitudes toward conflict; 3) exploring some of the ways conflict can become constructive rather than destructive; 4) applying some techniques of open communication, negotiation, collaboration, and creative compromise; and 5) examining some of the key factors in resistance to change.

ABS: MARRC/LSC, 5/7/82

TITLE: Linking Service and Training Systems in the 1980's

AUTHOR: Benson, F. Arthur M.; Hitzing, Wade; Kozlowski, Ronald
(Editors)

PUBLISHER: The Nisonger Center
1580 Cannon Drive
The Ohio State University
Columbus, OH 43210
(614) 422-9844

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher, C/O Arthur Benson

LANGUAGE: English **PAGES:** 66 **COST:** \$1.39 plus
 postage, while
 supply lasts

PHYSICAL FORMAT: Conference Proceedings

TARGET AUDIENCE: Advocates, Administrators, Program Implementors

SUBJECT DESCRIPTORS: Personnel Development, Cooperative Planning,
Collaborative Training, Models

OVERVIEW: These proceedings of the conference on service systems and manpower issues held at the Nisonger Center on December 9/10, 1980, contain statements of the four speakers, and a summary of comments of the participants. Burton Blatt speaks of the commitment to improve the services to the mentally retarded and other developmentally disabled individuals. Allan Roeher addresses long-term planning and provides three paradigms for the development of plans. He describes the various levels of training within a career system, from those workers who require very little training to those who require highly specialized training. Elizabeth Shafer discusses how one region in Massachusetts has attempted to implement a systematic deinstitutionalization and staff development plan, and identified some of the issues and strategies used to implement such plans. Wade Hitzing emphasizes the need to be aware of certain factors during the planning of services and development of training programs: the changes in the range of disability, level of severity and age of the consumers seeking service, and client needs. Following the presentations four groups met to: 1) review systematic manpower issues, 2) identify strengths and weaknesses related to these systems issues and 3) develop strategies to deal with the identified issues.

ABS: MARRC/LSC, 5/7/82

TITLE: Designs for Organization Effectiveness: Role Negotiation
For Team Productivity. Managers Manual and Participants
Workbook

AUTHOR: Hill, Richard L.; Stubbs, Irving R.

PUBLISHER: Organization Renewal, Inc.
5605 Lamar Road
Bethesda, MD 20816

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1976

RRC PRODUCED: No

AVAILABLE THROUGH: Developmental Publications
5605 Lamar Road
Bethesda, MD 20816

LANGUAGE: English; Also **PAGES:** 31 **COST:** Managers Manual:
 available in Spanish \$15.00;
 and Portuguese Participant's
 Workbook: \$3.00

PHYSICAL FORMAT: Manual, Workbook

TARGET AUDIENCE: Administrators, Supervisors, Program
Implementors

SUBJECT DESCRIPTORS: Personnel Development, Cooperative Planning,
Group Dynamics, Communication, Dispute
Settlement, Team Composition, Models

OVERVIEW: The role negotiation process is a structured, behavior-oriented approach to mutual problem solving, and a technique for dealing with conflict-laden issues in a non-threatening and constructive manner. The authors indicate that role negotiation should be a norm for working within the organization, and suggest the process be administered by outside consultants. This manual is a guide to the basic operation of the role negotiation process. Members of each participating organizational family team pass through four phases. Phases A and B typically take 3-1/2 days. Phase A, Preparation, is an orientation to organizational development and its communication style. Phase B, Negotiation and Contracts, includes negotiated problem solving where confrontation concerning problems in work situations occurs, and the writing of contracts for change on a quid pro quo basis, including review schedules and default sanctions. Phase C, Change, takes 3-6 months, where members act on their contractual commitments to change their work behavior. Phase D, Review and Recycle, team members review and rate the progress of contracts, and renegotiate when necessary. The second half of the manual, identical to the participants workbook, contains the forms for recording the process.

Designs for Organization Effectiveness: Role Negotiation
For Team Productivity. Managers Manual and Participants
Workbook (Continued)

COMMENT: This process may be particularly appropriate for inter-organizational applications. This package is designed to be used by a consultant from Organizational Renewal. If used independently, you may require additional resources. The document is especially informative on the topic of role negotiation.

ABS: MARRC/LSC, 5/7/82

III-67A

TITLE: Teaching Early Childhood: Exceptional Educational Needs.
Ten Resource Modules

AUTHOR: Melcher, John; McCoy, Jim; Lange, Jenny; Mertely, Lynn;
Daggett, Marilyn

PUBLISHER: Wisconsin State Early Childhood: Exceptional Education
Needs Project
Wisconsin Department of Public Instruction
126 Langdon St.
Madison, WI 53702

FUNDING INSTITUTION: U.S. Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: May 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Jim McCoy
Wisconsin Department of Public Instruction
125 S. Webster St.
P.O. Box 7841
Madison, WI 53707
Limited to one per request; can request by
subcomponent

LANGUAGE: English

PAGES: 643

COST: Free while
copies last

PHYSICAL FORMAT: Manual, Resource Material

TARGET AUDIENCE: Program Implementors, Administrators

SUBJECT DESCRIPTORS: Personnel Development, Inservice Training,
Parent Involvement, Paraprofessional
Training, Interagency, Coordination of
Services, Management Systems, Policy
Development

OVERVIEW: This manual presents ten modules designed to aid in the professional development of teachers of young handicapped children in the areas of 1) screening; 2) assessment; 3) curricular strategies; 4) instructional activities; 5) instructional materials; 6) family involvement; 7) paraprofessionals and volunteers; 8) interagency cooperation; 9) administrative aspects and 10) self-improvement. Each module contains a purpose statement, goals, objectives and presents activities and a list of resources. The purpose of the modules is to develop teachers' awareness of these topics, and to improve the effectiveness of the educational programs and services to handicapped children and their families in Wisconsin.

ABS: MARRC/LSC, 5/7/82

SECTION IV
MONITORING AND EVALUATION ABSTRACTS

TITLE: How To: Evaluate Education Programs -- A Compilation of Ideas and Methods That Work

AUTHOR: Fink, Arlene; Kosecoff, Jacqueline

PUBLISHER: Capitol Publications, Inc.
1300 North 17th Street
Arlington, VA 22209
(703) 528-1100

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1980/1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 168 COST: \$55/year

PHYSICAL FORMAT: Guide, Newsletter

TARGET AUDIENCE: Policy Formulators, Supervisors, Administrators,
Program Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
Data Collection, Statistics

OVERVIEW: This is a subscription to a monthly newsletter that presents information on a variety of issues regarding education program evaluation. The initial fee entitles the subscriber to a compilation of 28 back issues of the newsletter published in a bound volume and a 3 ring binder containing the issues since December 1979 which can be added to each month. Both the bound volume and the 3 ring binder have cumulative indexes. The monthly newsletter deals with particular problems actually encountered in conducting evaluations. The ideas are presented in a practical, down-to-earth manner which is especially useful to school personnel who have not had formal training in evaluation procedures.

ABS: MARRC/NLS, 5/15/81

TITLE: Developing the Compliance Monitoring System in Special Education. A Process Manual for State and Local Education Agencies

AUTHOR: Galloway, James R.; Schipper, William, V.;
Wilson, William C.

PUBLISHER: National Association of State Directors of Special Education (NASDSE)
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
(202) 833-4193

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
Office of Education

PUBLICATION DATE: 1977 **RRC PRODUCED:** No

AVAILABLE THROUGH: National Association of State Directors of Special Education

LANGUAGE: English **PAGES:** 238 **COST:** \$6.00

PHYSICAL FORMAT: Resource Material, Guide

TARGET AUDIENCE: Administrators, Supervisors

SUBJECT DESCRIPTORS: Monitoring, Program Evaluation, Data Collection, State Agency Procedures

OVERVIEW: Provides a process-oriented guide for monitoring the state and local systems which must deliver educational and related services to hardicapped children. Discussion includes the concept of monitoring in Special Education; foundations of the compliance monitoring systems; developing the compliance monitoring system; implementing the compliance monitoring system. Examples of checklists, benchmarks, and sample forms are included. Although designed for SEAs, the model is generic.

ABS: MARRC/JLL, 4/30/81

TITLE: PAR (Program Administrative Review)

AUTHOR: Utah Special Education Program
Administrative Review Task Force

PUBLISHER: Special Education Section
Office of the Utah State Supt. of Public Instruction
and the Southwest Regional Resources Center
Department of Special Education
University of Utah

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: February 1979 RRC PRODUCED: Yes

AVAILABLE THROUGH: Office of the Utah State Supt. of Public
Instruction
Special Education Section
Salt Lake City, UT

LANGUAGE: English PAGES: 110 COST: Unknown

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Monitoring, Program Evaluation, Data
Collection, Local Agency Procedures

OVERVIEW: PAR (Program Administrative Review) is a guide for Utah administrators of local education agency and state operated special education programs. It may be used to conduct ongoing self-evaluations as well as monitoring by the state education agency. The document contains the philosophy of PAR, a process flowchart, an explanation of the PAR process, a rationale for the PAR forms, and five appendices. After the ten pages of text are 98 pages of appendices which include document checklists, structured interview forms, summary forms, final/interim report format, and a negotiated action plan.

ABS: MARRC/RSC, 5/20/81

TITLE: Monitoring of Private Schools for the Handicapped:
Trainer's Manual

AUTHOR: New Jersey State Department of Education
Branch of Special Education and Pupil Personnel Services

PUBLISHER: New Jersey State Department of Education

FUNDING INSTITUTION: N/A

PUBLICATION DATE: January 1981 RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 59 COST: Unknown

PHYSICAL FORMAT: Resource Materials

TARGET AUDIENCE: Policy Formulators, Administrators, Program
Implementors

SUBJECT DESCRIPTORS: Monitoring, Program Evaluation,
Private Schools, Data Collection

OVERVIEW: The Trainer's Manual is designed to prepare SEA personnel for monitoring visits to private schools of the Handicapped. It provides information and activities for pre-monitoring visits, on-site visits and Post-Site visits. Included in the attachments are a self-evaluation for Private Schools for the Handicapped; Monitoring Summary for Private Schools for the Handicapped; Private School Site Visit Monitoring Process Time Schedule; Documentation Materials Listing and Evaluation Report Format. Copies of the 1979-80 Self-Study Evaluation and Monitoring Summary are included in the packet of materials.

ABS: NERRC/SHA, 5/18/81

TITLE: Evaluating Special Education Programs in Focus on
Exceptional Children. Vol. 8, No. 9.

AUTHOR: Howe, Clifford E.; Fitzgerald, Marigail E.

PUBLISHER: Love Publishing Co.
6635 E. Villanova Place
Denver, CO 80222

FUNDING INSTITUTION:

PUBLICATION DATE: February 1977

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 11 COST: \$1.50/issue

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Program Implementors,
Supervisors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
Evaluation Objectives, Models, Organizational
Change

OVERVIEW: Outlined is a field tested model prepared for the area Education Agencies (AEA) of the Iowa Department of Education to evaluate special education program effectiveness. Critical issues raised are the selection of a technical approach to obtain useful data and the development of organizational readiness. Three models are described as an extension of these practices. The Goal Attainment Scale (GAS) is viewed as particularly relevant to the field of Special Education. This three stage evaluation process is based on evaluation objectives, staff responsibility and assessment tools. The bulk of the narrative details these three areas and related procedures. Level I involves the use of opinionnaires and structured interview to obtain views of directors, assistant directors, and coordinators regarding programs and services for the handicapped, in general; Level II, focuses on opinions of middle management AEA personnel (such as supervisors, consultants, and program heads) regarding specific programs, such as resource rooms, psychological services, and audiology; and Level III, consists of child change data gathered through such techniques as Goal Attainment Scaling. A sample opinionnaire and 2 Goal Attainment Scales are provided. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: Clinical Evaluation and Coordination of Services: An Ecological Model in Exceptional Children. Vol. 44, No. 1

AUTHOR: Thomas, E.D.; Marshall, M.J.

PUBLISHER: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

FUNDING INSTITUTION:

PUBLICATION DATE: September 1977

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 7 (16-22) COST: \$3.75/issue

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Program Implementors, Parents

SUBJECT DESCRIPTORS: Interagency Coordination of Services,
Program Evaluation, Multidisciplinary Team
Training, Parent Involvement, Models

OVERVIEW: A four phase ecological working model for the clinical evaluation and coordination of services for the child with a handicap is presented. This model, based on the experience of a medically based multi-disciplinary program, stresses the importance of coordinated services in order that the family can view the interrelationship of each component (medical, educational, and family) of the child's rehabilitation program. In order for this to take place, interdisciplinary and intradisciplinary communication must occur. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: Program Evaluation by Objective. (You're Held Accountable Only for What You Claim Your Objectives Are)

AUTHOR: Alvir, Howard P.

PUBLISHER:

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
The National Institute of Education

PUBLICATION DATE: April 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Claire Gelinas
27 Norwood Street
Albany, NY 12203

or

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 175 223)

LANGUAGE: English PAGES: 86

COST: Reproduction Costs

PHYSICAL FORMAT: Position Paper

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods, Models, Learning Disabilities, Fiscal Accountability

OVERVIEW: The paper examines ways to choose appropriate objectives for program evaluation in the education of the handicapped. Section I discusses how too much pressure can distort priorities (alignment of short term objectives with long term objectives), and lists six steps in determining priorities. Section II applies the principles to learning disabled students through true/false and multiple choice questions. Section III describes a format for factual and practical evaluation of individualized education plans (IEPs). Section IV uses true/false questions to apply principles to the education of mentally subnormal students. The remaining five sections of the document outline components of an accountable, cost conscious evaluation system. A final section provides examples and explanations of graphic summaries of data. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: An Evaluation Model for Early Childhood Special Education Programs

AUTHOR: Smith, Kay Suzanne

PUBLISHER:

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
The National Institute of Education

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 163 696)

LANGUAGE: English PAGES: 34 COST: Reproduction Costs

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Administrators, Program Implementors, Parents

SUBJECT DESCRIPTORS: Early Childhood Programs, Evaluation
Methods, Model, Parent Involvement,
Program Administration

OVERVIEW: The report presents an evaluation model for early childhood programs for mildly and moderately handicapped children. The document examines the following four areas of early childhood special education programs: (a) methods of assessment, educational planning, and pupil evaluation; (b) program influence on five interrelated areas of development (social-emotional, physical, self help, cognitive, and language); (c) parent involvement; and (d) administrative considerations. The evaluation procedures are intended to help determine whether a given program is functioning within federal guidelines, and whether it is successful in lessening development deficits. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: Planning for Evaluation: A Resource Book for Programs
for Preschool Handicapped Children: Documentation. 1978
Series No. 4.

AUTHOR: Suarez, Tanya M.; Vandiviere, Patricia (Editors)

PUBLISHER: Technical Assistance Development System
North Carolina University
Chapel Hill, NC 27514

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Bureau of Education for the Handicapped

PUBLICATION DATE: 1978 RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 181 644)

LANGUAGE: English PAGES: 92 COST: Reproduction Costs

PHYSICAL FORMAT: Research Report, Resource Material

TARGET AUDIENCE: Administrators, Program Implementors, Parents

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
Dissemination, Early Childhood Programs,
Inservice Training, Parent Involvement

OVERVIEW: The report presents a series of guidelines for the evaluation of demonstration projects funded by the Bureau of Education for the Handicapped under the Handicapped Children's Early Education Program (HCEEP). Focus is on four program areas: services for children, services for parents, staff development, and demonstration/dissemination. A description and discussion of those types of information that can be used by an HCEEP project to describe its design, activities, and accomplishments in the four areas is provided. Included are the most common types of information which an HCEEP project might need in its evaluation (for example, preparation of reports and proposals, preparation of materials and products for demonstration/dissemination). A framework for types of information which will be useful to projects in planning their various information gathering efforts is also provided, along with examples of data gathering formats which can serve as prototypes for the modification or development of individualized data gathering procedures. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: Evaluating Mainstream Programs: Capitalizing on a Victory
in The Journal of Special Education. Vol. 13, No. 2

AUTHOR: Hauser, Carl

PUBLISHER: Grune and Stratton, Inc.
Subscription Department
111 Fifth Avenue
New York, NY 10003

FUNDING INSTITUTION:

PUBLICATION DATE: Summer 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 22 (107-29) COST: \$8.00/issue

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Program Evaluators

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
Models, Program Administration,
Organizational Change

OVERVIEW: Drawing on H.R. Davis' A VICTORY model of factors associated with organizational change, the article argues that accepted models of educational evaluation will be most useful with programs for mainstreaming handicapped children when they are expanded to include critical factors associated with organizational acceptance and successful implementation of innovation. Recent conceptualizations of evaluating mainstream programs are reviewed and critiqued briefly. A distillation of the literature on organizational change and innovation is offered in the form of A VICTORY model, which is presented descriptively, drawing parallels between its eight factors and aspects of mainstream programs. Some aspects of each factor which may be influential in the adoption, implementation, and development of mainstream programs are pointed out. Some general considerations and guidelines for incorporating A VICTORY into a formative program evaluation are provided. Among the conclusions presented are that evaluators should deal actively with the complexities, intricacies, and dynamics in the organizational context of mainstream programs, and that they should de-emphasize generalization as a goal for evaluation in favor of focus on program specific interactions, their precise descriptions, and documentation. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: How to Evaluate your LD Program in Academic Therapy.
Vol. 15, No. 2

AUTHOR: Wehman, P.; McLaughlin, Philip J.

PUBLISHER: Academic Therapy Publications, Inc.
20 Commercial Blvd.
Novato, CA 94947

FUNDING INSTITUTION:

PUBLICATION DATE: November 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 7 (145-53) COST: \$2.50/issue

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
Evaluation Criteria, Learning Disabilities

OVERVIEW: The article reviews basic behavioral program evaluation designs, and suggests how they might be effectively integrated into special education programs serving handicapped (and particularly learning disabled) children. Prerequisites to the use of behavioral designs discussed include the need for performance objectives to be stated in behavioral terms and the need for high reliability and consistency regarding the occurrence of a target behavior. Specific program designs reviewed include pretest-teach-posttest, multiple baseline, reversal design, and changing-criterion design. Integrating program designs into the classroom is also discussed. It is concluded that the techniques of behavioral design, coupled with the essentials of teaching, enable the special education teacher to make effective decisions regarding what to teach and how to teach. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: An Evaluation Model for Special Education

AUTHOR: Ahr, Edward A.; Sims, Howard D.

PUBLISHER: Priority Innovations, Inc.

P.O. Box 792
Skokie, IL 60076

FUNDING INSTITUTION:

PUBLICATION DATE: 1970

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 46

COST: \$3.00

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Administrators, Policy Formulators, Program
Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
Program Administration, Inservice Training,
Cooperative Planning, Model

OVERVIEW: This paper presents a detailed plan for the content and organization of a special education evaluation system. Evaluation is viewed as the primary method of program quality control allowing for individual modification by design. Advantages to be gained involve greater specificity of program definition, increased effectiveness in instruction and results, increased staff competency, utilization and commitment, improved school-community interaction and coordination. The evaluation system model, presented schematically and in narrative represents a systems analysis of the components and activities in a district or joint agreement special education program. Content and process are structured around three evaluation dimensions: the curriculum process, information requirements and the administration process. The relationship and interactions between these dimensions are narrated in detail. Program decisions resulting from and contributing to the activities of these three dimensions are described as they relate to administrative screening and staffing. Ongoing program development, personnel orientation and problem solving are discussed as basic to implementing the system process. Approximately one third of this paper examines inservice training as a key to successful implementation. Factors related to the development of a program are outlined. A three year implementation sequencing of activities is charted. The authors believe that this time span allows for ongoing review, development, field testing, and revision. An appendix presents examples of behavioral objectives, methods and evaluation techniques.

ABS: NERRC/EM, 10/30/81

TITLE: Inservice Catalog

AUTHOR: Hallawell, Ann L.

PUBLISHER: Evaluation Training Consortium (ETC)
Western Michigan University
Kalamazoo, MI 49008

FUNDING INSTITUTION: Office of Special Education
Division of Personnel Preparation

PUBLICATION DATE: 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES:

COST: Free

PHYSICAL FORMAT: Catalog

TARGET AUDIENCE: Administrators, Program Implementors,
Supervisors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
Evaluation Criteria, Preservice Training,
Inservice Training

OVERVIEW: This revised and expanded catalog reflects the cooperative effort between the Evaluation Training Consortium (ETC) and more than 120 nationwide personnel preparation programs. The catalog is a reference resource for evaluation instruments currently used in inservice and preservice personnel training. The term instrument refers broadly to any measurement tool or document used to gather and record information relevant to program evaluation. 389 instruments are described and cross-referenced by the concerns they address. Descriptive information includes program/project source, type of instrument and variables addressed, target respondent, item format, program type, length of instrument and its cost. An indices categorizes and cross matches instruments by characteristics. An Instrument Summary Critique presents 22 criteria for assessing the quality of an instrument. References for instrument development also provide guidelines for product development. An order form is included to allow for copies of specific instruments.

ABS: NERRC/EM, 10/30/81

TITLE: Guide for Evaluation of Special Education Programs and
Related Pupil Personnel Services

AUTHOR:

PUBLISHER: New Jersey State Department of Public Instruction
Branch of Special Education and Pupil Personnel
Services
Trenton, NJ

FUNDING INSTITUTION:

PUBLICATION DATE: 1979

RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 181 060)

LANGUAGE: English **PAGES:** 195 **COST:** Reproduction Costs

PHYSICAL FORMAT: Guide, Resource Material

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Criteria,
Data Collection, State Department of
Education

OVERVIEW: Two purposes are served by this guide: to allow school districts to examine their special education programs and related pupil personnel services, and to aid state departments of education in evaluating the nature, scope, and quality of school district offerings to handicapped students. The guide is divided into two parts: one provides forms for tabulating data and the other consists of chapters, each dealing with a specific component to be assessed. Criteria, derived from federal and state legislation and regulations and professional practices, are listed for evaluating each component. Questions are also provided to assist in examining the significance of the collected data and to understand the implications for corrective action. The components to be evaluated are: the annual plan for special education and related services; identification, screening, and referral; evaluation and classification; individualized educational programs; special education programs and related services; program administration; pupil personnel services; staff development, orientation and training; pupil records; transportation; physical facilities; finance and budget; services to pupils in private schools; and community and interagency relations. A number of checklists are included. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: Program Evaluation: New Concepts, New Methods in
Focus on Exceptional Children. Vol. 9, No. 3

AUTHOR: Borich, Gary D.

PUBLISHER: Love Publishing Co.
6635 E. Villanova Place
Denver, CO 80222

FUNDING INSTITUTION:

PUBLICATION DATE: May 1977

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 14

COST: \$1.50/issue

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
Model

OVERVIEW: An educational program is described as a set of hierarchically arranged instructional experiences, interrelated to specific results. Program evaluation serves to revise, delete, modify or confirm these outcomes. Consequently program evaluation must be based on an understanding of the system and its related components. Program evaluation must not only decompose the program into these parts, but collect pertinent data by which to assess them. This kind of evaluation must be on-going during program development as well as after. The technique of structured hierarchical decomposition serves to interrelate the role function of planner, designer, developer and evaluator. Topics relevant to this strategy are discussed including the nature, needs, purpose, sources, assumptions, and application of decomposition. Behaviors, variables and competencies are differentiated as outcomes. Decomposition as a continuous team effort is explored. Finally a six stage evaluation model is presented. Diagrams are included such as a display of the hierarchical decomposition of a program to train regular classroom teachers for mainstreaming.

ABS: NERRC/EM, 10/30/81

TITLE: Evaluation of Mainstreaming Programs in Focus on
Exceptional Children. Vol. 9, No. 4

AUTHOR: MacMillan, Donald; Semmel, Melvyn, I.

PUBLISHER: Love Publishing Co.
6635 E. Villanova Place
Denver, CO 80222

FUNDING INSTITUTION:

PUBLICATION DATE: September 1977

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 14

COST: \$1.50/issue

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
Models

OVERVIEW: Reviewed are definitional, conceptual, and evaluative difficulties with the notion of mainstreaming exceptional children. Impediments to evaluation efforts are seen to include inadequacy of between-groups designs and the lack of procedures to relate program elements to outcomes, thus isolating program components linked to behavior change. Described is an approach to formative evaluation which considers the role of context evaluation (providing a rationale for determining objectives), input evaluation (determining use of resources to achieve the program goals), process evaluation, and product evaluation (interpreting the outcomes during and at the conclusion of the program). Concerns with using existing measures of peer acceptance, self acceptance, attitudes, and academic achievement are discussed. The importance of comprehensive evaluation of mainstreaming is stressed. (ERIC)

ABS: NERRC/CL, 10/30/81

TITLE: Curriculum-References, Time Series Evaluation

AUTHOR: White, Owen R.

PUBLISHER:

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
and
The National Institute of Education

PUBLICATION DATE: March 1978

RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 167 620)

LANGUAGE: English PAGES: 25 COST: Reproduction Costs

PHYSICAL FORMAT: Conference Paper, Evaluative Report

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
Models, Severely and Profoundly
Handicapped

OVERVIEW: Traditionally, the use of control groups, regression discontinuity/projection, or norm referenced models has been advocated for educational program evaluation. The small numbers of and the heterogeneous characteristics of severely and profoundly handicapped make these evaluation methods inappropriate for this population subgroup. Furthermore, no overall group summary of pupil progress will meet the legislative mandates in recent laws (P.L. 93-380 and P.L. 94-142) for the evaluation of individual programs. The most commonly adopted alternative, intensive or single subject evaluation, also presents problems because it is often difficult to summarize information across single subject evaluations to form a meaningful picture of overall program impact. Curriculum-referenced evaluation is a relatively new approach, based on the notion that a program's impact should be measured by compiling a list of objectives to be checked off as they are mastered. Since the curriculum is program specific, such assessments have greater validity than those based on national norms. Meaningful summarization across children and program elements is possible. Believable evidence of program impact may then be obtained by conducting formal or informal time -- series evaluations during or following program involvement. Several instruments currently exist for special education programs, for example, the University of Washington's Uniform Performance Assessment System, Oregon's Student Progress System, and the Teaching Research Curriculum. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: 1981 Special Education Program Evaluation: A Management Tool

AUTHOR: Associates in Professional Technologies, Inc. with the Massachusetts Department of Education, Division of Special Education

PUBLISHER: The Massachusetts Department of Education
Division of Special Education
Boston, MA 02116

FUNDING INSTITUTION:

PUBLICATION DATE: 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Greater Boston Regional Education Center
54 Rindge Avenue Extension
Cambridge, MA 02140
Attn: Pam Spagnoli
(617) 547-7472

LANGUAGE: English **PAGES:** 114

COST: Unknown

PHYSICAL FORMAT: Manual

TARGET AUDIENCE: Policy Formulators, Program Implementors,
Administrators, Supervisors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Methods,
Data Collection, Model

OVERVIEW: This comprehensive handbook was developed in response to Massachusetts school districts' need for a well defined program evaluation plan. Steps in the process are clearly delineated and sequenced in separate chapters. A literature review, as well as an annotated reference section in the appendix, provide the reader with a broad overview of program evaluation. Topic chapters deal with 1) program goals and objectives, 2) evaluation questions, 3) data collection strategies, 4) evaluation instruments and 5) formulation of report recommendations. The background research and preparation already done, eliminates the need for extensive committee work by local districts. For example, goals and questions are already formulated; evaluation tools and parent, student and teacher surveys are ready for photocopying and usage. Instructions for sampling and a related reporting format are included. Appendix B provides additional strategies and alternatives for indepth evaluation or individual modification. The authors suggest this model be utilized on a three year cycle to allow time for implementation and refinements.

COMMENTS: Appendix A, Additional Readings, contains excellent annotated bibliographies for general evaluation sources, evaluation of Special Education Programs and ERIC Documents. Those readings most highly recommended are starred.

ABS: NERRC/EM, 10/30/81

TITLE: Oregon Department of Education P.L. 94-142 Monitoring

AUTHOR: Oregon Department of Education

PUBLISHER: Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310

FUNDING INSTITUTION:

PUBLICATION DATE: August 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 90 COST: Free

PHYSICAL FORMAT: Manual, Resource Materials

TARGET AUDIENCE: Administrators, Supervisors

SUBJECT DESCRIPTORS: Monitoring, State Department of Education,
Data Collection, State Agency Procedures

OVERVIEW: This collection of materials used by the Oregon Department of Education for monitoring school districts' compliance with P.L. 94-142 includes: 1) an overview which delineates the process, sets approximate time schedules, specifies responsibilities, and offers a matrix of the major tasks and events and a checklist for the district special education coordinator to use in preparing for the monitoring visit; 2) two team leader checklists for tasks to be accomplished: one for preparation and planning the visit, one for conducting the visit; 3) a form requesting information (e.g., demographic, special education population) from the district which will be utilized by the review team in planning for the monitoring visit; 4) a questionnaire addressing the district's response to the various requirements of federal and state law; 5) a form designed to obtain information on the district's use of special education forms for purposes such as parental consent, prior notice, the IEP meeting, IEP format, and SLD evaluation results; 6) a questionnaire to be used in reviewing the files of selected handicapped students during the monitoring visit and a summary form for data collected; 7) a teacher interview questionnaire which will allow the state review team to compare a sample of the IEPs with the programs actually provided; 8) an optional questionnaire for use by the district to obtain information regarding teacher perception of the district's special education services; and 9) an optional questionnaire for use by the district to obtain information regarding parent perception of the district's special education program.

ABS: MARRC/MAS, 10/30/81

TITLE: Program Planning and Evaluation in Community-Based
Agencies: Instructor-Free Training for Participatory
Management Teams

AUTHOR: Beinante, Pamela A.; Parham, Jerry D.;
Baucom, Linda D. (Editors)

PUBLISHER: Research and Training Center in Mental Retardation
Texas Tech University
P.O. Box 4510
Lubbock, TX 79409

FUNDING INSTITUTION: Texas Department of Mental Health and
Mental Retardation
Texas Planning and Advisory Council
on Developmental Disabilities
U.S. Department of Health, Education and
Welfare
Rehabilitation Services Administration and
Developmental Disabilities Office

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 256 **COST:** \$10.00

PHYSICAL FORMAT: Resource Materials, Manuals

TARGET AUDIENCE: Administrators, Supervisors

SUBJECT DESCRIPTORS: Program Administration, Program Development,
Program Evaluation, Management Training
Techniques

OVERVIEW: This material is a training package developed in ten sessions designed to aid in planning a comprehensive program for developmentally disabled persons. The intent of the material is to assist agencies develop a participatory management system for on-going planning and evaluation within the agency. The ten sessions are 1) Generalizing Competencies through Instruction -- free training in which participants are introduced to the concept of learning basic program planning skills through the use of the participatory management team as a training group; 2) An Ideology for Human Services in which four principles exerting great influence on current human service ideology are explored -- the developmental model, normalization, individualization, and self-actualization; 3) A Survey of Management Theory and Style which outlines the three major schools of thought -- classical, management science, and human behavior; 4) A Conceptual Model for Program Planning and Evaluation which discusses the benefits of program planning and evaluation, the interrelationships between individual and agency planning systems, and presents a conceptual model; 5) Guidelines for Effective Decision Making and Strategy

Program Planning and Evaluation in Community-Based
Agencies: Instructor-Free Training for Participatory
Management Teams (Continued)

Implementation which describes an approach to decision making that is especially useful in developing the strategy portion of the plan and focuses on the factors that influence implementation; 6) Budgeting which describes several types of budgeting systems and explains how managers can utilize them in the planning and evaluation process; 7) Evaluation: An Integral Part of Program Planning which explores the increasing pressures for program evaluation, the emphasis on evaluation as a constant rather than periodic activity, and ways of promoting positive attitudes and overcoming resistance to change; 8) Funding and Grantsmanship which explores the process of resource development, and examines a variety of potential funding sources; 9) Synthesizing and Using Your Training; and 10) A Model for Community Planning.

ABS: MARRC/MAS, 10/30/81

IV-20A

TITLE: Program Evaluation Kit: Evaluator's Handbook

AUTHOR: Morris, Lynn Lyons; Fitz-Gibbon, Carol Taylor

PUBLISHER: Center for the Study of Evaluation
University of California
Los Angeles, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
National Institute of Education

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: Sage Publications
275 South Beverly Drive
Beverly Hills, CA 90212

LANGUAGE: English PAGES: 133 COST: \$8.50

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Supervisors, Program
Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Program Development

OVERVIEW: The Program Evaluation Kit contains eight books written to guide and assist practitioners in planning and managing evaluations: Evaluator's Handbook, How to Deal with Goals and Objectives, How to Design a Program Evaluation, How to Measure Program Implementation, How to Measure Attitudes, How to Measure Achievement, How to Calculate Statistics, and How to Present an Evaluation Report. Each of the kit's eight books can be used independently. The Evaluator's Handbook (a starter) organizes evaluation and provides a directory to the rest of the kit (critical issues surrounding program evaluation are contained in the introduction). Chapter 2 entitled "How to Play the role of Formative Evaluator, describes the diversified job of a person who enters into a helping relationship with a program's staff. Chapters 3, 4 and 5 contain step-by-step guides for organizing and accomplishing three types of evaluations: a formative evaluation calling for closed working relationships with the staff during program installation and development; a standard summative evaluation based on measurement of achievement, attitudes, and/or program implementation (Chapter 4); a small experiment, a procedure most likely to be of interest to a researcher or to the evaluator who wishes to either conduct pilot tests or evaluate a program aimed toward a few measureable objectives (Chapter 5). The Handbook concludes with a Master Index to topics discussed throughout the Kit.

ABS: MARRC/EJC, 10/30/81

TITLE: Program Evaluation Kit: How to Measure Attitudes

AUTHOR: Henderson, Marlene E.; and others

PUBLISHER: Center for the Study of Evaluation
University of California
Log Angeles, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
National Institute of Education

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: Sage Publications
275 South Beverly Drive
Beverly Hills, CA 90212

LANGUAGE: English PAGES: COST: \$7.95

PHYSICAL FORMAT: Guide, Reports

TARGET AUDIENCE: Administrators, Supervisors, Program
Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Attitude Measures,
Program Development

OVERVIEW: The Program Evaluation Kit contains eight books written to guide and assist practitioners in planning and managing evaluations: Evaluator's Handbook, How to Deal with Goals and Objectives, How to Design a Program Evaluation, How to Measure Program Implementation, How to Measure Attitudes, How to Measure Achievement, How to Calculate Statistics, and How to Present an Evaluation Report. Each of the kit's eight books can be used independently. This guide should help the evaluator select or design credible instruments for attitude measurement. It discusses problems including people's sensitivity and the difficulty of establishing the validity and reliability of individual measures. It lists a myriad of sources of available attitude instruments and gives step-by-step instructions for developing questionnaires, interviews, attitude rating scales, sociometric instruments, and observation schedules. Finally, it suggests how to analyze and report results from attitude surveys.

ABS: MARRC/EJC, 10/30/81

TITLE: Program Evaluation Kit: How to Measure Achievement

AUTHOR: Morris, Lynn Lyons; Fitz-Gibbon, Carol Taylor

PUBLISHER: Center of the Study of Evaluation
University of California
Los Angeles, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
National Institute of Education

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: Sage Publications
275 South Beverly Drive
Beverly Hills, CA 90212

LANGUAGE: English PAGES: COST: \$7.50

PHYSICAL FORMAT: Guide, Reports

TARGET AUDIENCE: Administrators, Supervisors, Program
Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Achievement Tests

OVERVIEW: The Program Evaluation Kit contains eight books written to guide and assist practitioners in planning and managing evaluations: Evaluator's Handbook, How to Deal with Goals and Objectives, How to Design a Program Evaluation, How to Measure Program Implementation, How to Measure Attitudes, How to Measure Achievement, How to Calculate Statistics, and How to Present an Evaluation Report. Each of the kit's eight books can be used independently. This guide focuses on the tests administered for program evaluation. The book can be used to find published tests to fit evaluations. It lists anthologies and evaluations of existing norm- and criterion-referenced tests and supplies a table for program-test comparison. Test item banks and test development and scoring services as well as a description of how to analyze and present achievement data are included.

ABS: MARRC/EJC, 10/30/81

TITLE: Program Evaluation Kit: How to Calculate Statistics

AUTHOR: Fitz-Gibbon, Carol Taylor; Morris, Lynn Lyons

PUBLISHER: Center of the Study of Evaluation
University of California
Los Angeles, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
National Institute of Education

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: Sage Publications
275 South Beverly Drive
Beverly Hills, CA 90212

LANGUAGE: English PAGES: COST: \$8.50

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Supervisors, Program
Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Statistics

OVERVIEW: The Program Evaluation Kit contains eight books written to guide and assist practitioners in planning and managing evaluations: Evaluator's Handbook, How to Deal with Goals and Objectives, How to Design a Program Evaluation, How to Measure Program Implementation, How to Measure Attitudes, How to Measure Achievement, How to Calculate Statistics, and How to Present an Evaluation Report. Each of the kit's eight books can be used independently. This guide is divided into three sections, each dealing with an important function that statistics serve in evaluation: summarizing scores through measures of central tendency and variability, testing for the significance of differences among performance groups, and correlation. Detailed worksheets and practical examples accompany each step-by-step statistical procedure, written in non-technical language.

ABS: MARRC/EJC, 10/30/81

TITLE: Program Evaluation Kit: How to Design a Program Evaluation

AUTHOR: Fitz-Gibbon, Carol Taylor; Morris, Lynn Lyons

PUBLISHER: Center of the Study of Evaluation
University of California
Los Angeles, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
National Institute of Education

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: Sage Publications
275 South Beverly Drive
Beverly Hills, CA 90212

LANGUAGE: English PAGES: 164 COST: \$7.50

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Supervisors, Program
Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Program Development,
Evaluation Methods

OVERVIEW: The Program Evaluation Kit contains eight books written to guide and assist practitioners in planning and managing evaluations: Evaluator's Handbook, How to Deal with Goals and Objectives, How to Design a Program Evaluation, How to Measure Program Implementation, How to Measure Attitudes, How to Measure Achievement, How to Calculate Statistics, and How to Present an Evaluation Report. Each of the kit's eight books can be used independently. This text is a procedural guide to planning when, and from whom measurements will be gathered while evaluating educational programs (curricula, students, schools or districts). Chapter 2 discusses important considerations relevant to the research elements of groups (experimental and/or control) and times for measurement (pretest, posttest, midtest, retention tests and time series). Chapters 3-7 represent in greater detail the combinations of seven possible choices of groups and timing: (1) The True Control Group, Pretest-Posttest Design, (2) True-Control Group, Posttest Only, (3) Non-Equivalent Control Group, Pretest-Posttest Design, (4) The Single Group Time Series Design, (5) The Time Series with a Non-Equivalent Control Group, (6) The Before and After Design and (7) Analysis of Variance (ANOVA). Chapter 8 explains assignment and selection of random sampling. Conditions for design choice, analysis, reporting and discussing outcomes are provided with accompanying diagrams and tables. This text is intended for use by those who have been assigned the role of program evaluator, or as a test for evaluation methods courses.

ABS: MARRC/LCS, 10/30/81

TITLE: Program Evaluation Kit: How to Measure Program Implementation

AUTHOR: Morris, Lynn Lyons; Fitz-Gibbon, Carol Taylor

PUBLISHER: Center of the Study of Evaluation
University of California
Los Angeles, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
National Institute of Education

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: Sage Publications
275 South Beverly Drive
Beverly Hills, CA 90212

LANGUAGE: English PAGES: 140

COST: \$6.95

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Supervisors, Program
Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Program Administration,
Program Development, Data Collection

OVERVIEW: The Program Evaluation Kit contains eight books written to guide and assist practitioners in planning and managing evaluations: Evaluator's Handbook, How to Deal with Goals and Objectives, How to Design a Program Evaluation, How to Measure Program Implementation, How to Measure Attitudes, How to Measure Achievement, How to Calculate Statistics, and How to Present an Evaluation Report. Each of the kit's eight books can be used independently. In this volume measuring attainment of the program's objectives and describing the program's implementation are listed as two of the evaluator's major responsibilities. The description should include an explanation of the context in which the program was initiated as well as the component materials and activities. This booklet has three purposes: (1) suggesting program features and activities which may be included in a program implementation report; (2) helping to determine how much effort to spend on describing program implementation; and (3) suggesting instrument designs to produce backup data to assure descriptive accuracy. Chapter 2 provides an outline for the implementation section of an evaluation report. Chapters 3 through 6 describe measurement techniques, including records, observations, and self-reports. Chapter 7 discusses the validity and reliability of the measure. Most chapters end with short bibliographies. (ERIC)

ABS: MARRC/EJC, 10/30/81

TITLE: Program Evaluation Kit: How to Deal with Goals and Objectives

AUTHOR: Morris, Lynn Lyons; Fitz-Gibbon, Carol Taylor

PUBLISHER: Center of the Study of Evaluation
University of California
Los Angeles, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
National Institute of Education

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: Sage Publications
275 South Beverly Drive
Beverly Hills, CA 90212

LANGUAGE: English PAGES: COST: \$4.50

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Supervisors, Program
- Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Evaluation Objectives

OVERVIEW: The Program Evaluation Kit contains eight books written to guide and assist practitioners in planning and managing evaluations: Evaluator's Handbook, How to Deal with Goals and Objectives, How to Design a Program Evaluation, How to Measure Program Implementation, How to Measure Attitudes, How to Measure Achievement, How to Calculate Statistics, and How to Present an Evaluation Report. Each of the kit's eight books can be used independently. This guide provides advice about using goals and objectives as methods for gathering opinions about what a program should accomplish. It describes how to organize the evaluation around them. It suggests ways to find or write goals and objectives, reconcile objectives with standardized tests, and assign priorities to objectives.

ABS: MARRC/EJC, 10/30/81

TITLE: Program Evaluation Kit: How to Present an Evaluation Report

AUTHOR: Morris, Lynn Lyons; Fitz-Gibbon, Carol Taylor

PUBLISHER: Center of the Study of Evaluation
University of California
Los Angeles, CA

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
National Institute of Education

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: Sage Publications
275 South Beverly Drive
Beverly Hills, CA 90212

LANGUAGE: English PAGES: 80

COST: \$4.50

PHYSICAL FORMAT: Guide, Reports

TARGET AUDIENCE: Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Data Collection

OVERVIEW: The Program Evaluation Kit contains eight books written to guide and assist practitioners in planning and managing evaluations: Evaluator's Handbook, How to Deal with Goals and Objectives, How to Design a Program Evaluation, How to Measure Program Implementation, How to Measure Attitudes, How to Measure Achievement, How to Calculate Statistics, and How to Present an Evaluation Report. Each of the kit's eight books can be used independently. The purpose of this volume is to help effectively convey the evaluation information collected. Gathering the most highly credible information possible within the constraints of the situation, and presenting conclusions in a form that makes them most useful to each audience is an essential evaluator responsibility. Suggested methods for reporting evaluation information include a detailed outline for an evaluation report, and organization to communicate essential information for both written and verbal presentations. Examples of tables, graphs, charts and other data presentation methods are provided.

ABS: MARRC/LCS, 10/30/81

TITLE: Special Education Program Review in Accordance with
Section 10-76 a-j of the Connecticut General Statutes and
Public Law 94-142 Program Review Manual, Program Review
Instruments

AUTHOR: Margolin, Robert I., Bureau Chief

PUBLISHER: Bureau of Pupil Personnel and Special Education
Services
The Connecticut State Department of Education

FUNDING INSTITUTION:

PUBLICATION DATE: Spring 1978

RRC PRODUCED: No

AVAILABLE THROUGH: State of Connecticut
State Department of Education
Box 2219
Hartford, CT 06115

LANGUAGE: English PAGES: 59

COST: Unknown

PHYSICAL FORMAT: Manual

TARGET AUDIENCE: Administrators, Program Implementors

SUBJECT DESCRIPTORS: Monitoring, Program Evaluation, Federal
Legislation, State Department of Education,
State Agency Procedures, Sanctions.

OVERVIEW: This manual was developed to assist Connecticut School personnel in understanding the Special Education Program Review System used for state supervision and compliance monitoring of public agencies involved in the education of handicapped children. The six specific authority bases used in determining standards for compliance were 1) Section 10-76 of the Connecticut General Statutes, 2) State regulations for Section 10-76 of the Connecticut General Statutes, 3) State Guidelines for Special Education, 4) P.L. 94-142 Regulations, 5) the Connecticut Annual Program Plan under Part B, Education of the Handicapped Act, as amended by P.L. 94-142, and 6) the Agency Application under P.L. 94-142. The regulations of each were dissected and categorized into eight topic areas: Administration; Child Identification; confidentiality of records; Early Childhood, Parental Involvement; Planning and Placement Team/Individualized Education Program Process, Program Delivery and Special Education Transportation. An evaluation instrument (questionnaires and interview forms) was designed for each rule and regulation, a set of which is included in the manual (43 pages). The stages in the review process are conducted by a Program Review Team. The team collects and tabulates data from site visits and interviews with staff and parents, as well as reviewing child folders and agency written procedures. A final report is submitted with recommendations and time lines for remediation of non-compliance issues. Follow-up procedures include technical assistance in implementing an Agency Action Plan.

ABS: MARRC/LCS, 10/30/81

TITLE: Comptroller General's Report to the Congress: Unanswered Questions on Educating Handicapped Children in Local Public Schools (HRD-81-43)

AUTHOR: U.S. General Accounting Office

PUBLISHER: U.S. General Accounting Office
Document Handling and Information Services Facility
P.O. Box 6015
Gaithersburg, MD 20760
(202) 275-6241

FUNDING INSTITUTION:

PUBLICATION DATE: February 5, 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 130 COST: Single copies free

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Policy Formulators, Administrators, Program Implementors

SUBJECT DESCRIPTORS: Monitoring, Federal Legislation, Agency Role, State Agency Procedures, Policy Development, Program Administration

OVERVIEW: GAO's review in 10 states disclosed major problems that need to be addressed to improve program operations and educational opportunities for handicapped children. The purpose of the review was to evaluate progress and identify problems in program implementation, of the Education for All Handicapped Children Act 1975, P.L. 94-142. Five major areas were identified as specific problems: 1) the controversy over the estimated number of handicapped children; 2) questions on eligibility criteria needed to be resolved; 3) individualized education program requirements were not being met; 4) free appropriate public education not yet available to all handicapped children, and lack of sufficiency of resources; and 5) program management and enforcement were inadequate. States reviewed were selected to provide a cross section of populations, percapita funding levels; age of handicapped laws, approved or not approved state plans and geographic distribution. Review instruments included discussions with appropriate personnel (at all levels) examination of legislation, regulations, State plans, records, IEP's, and other documents related to the program. Recommendations to Congress and the Department of Education are presented. Comments are included at the end of each section.

COMMENTS: This document should be useful to any policy maker, administrator or program implementor concerned with monitoring P.L. 94-142.

ABS: MARRC/LCS, 10/30/81

TITLE: Comptroller General's Report to the Chairman, Subcommittee on Select Education, Committee on Education and Labor, House of Representatives of the United States: Disparities Still Exist in Who Gets Special Education (IPE-81-1)

AUTHOR: U.S. General Accounting Office

PUBLISHER: U.S. General Accounting Office
Document Handling and Information Services Facility
Box 6015
Gaithersburg, MD 20760
(202) 275-6241

FUNDING INSTITUTION: Publisher

PUBLICATION DATE: September 30, 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English PAGES: 139

COST: Single copies free

PHYSICAL FORMAT: Report

TARGET AUDIENCE:- Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Monitoring, Federal Legislation, Policy Development

OVERVIEW: "Under the Education for All Handicapped Children Act, all handicapped children age 3 to 21 are to have access to special education services. GAO analyzed 15 evaluation studies and 2 data bases to determine if this mandate is being met. GAO found that nearly 4 million public school children received special education services in the 1980-1981 school year. A "typical" child in special education is under 12 years of age, male, and mildly handicapped. Few out of school children have been identified as needing special education. However, there appears to be a substantial but undetermined number of children in-school who need, but do not have access to, special education. In contrast, certain categories such as learning disabled are overrepresented in special education. Access to special education is determined by such factors as a child's State of residence, age, sex, racial/ethnic identity and handicapping condition. The report examines in detail four questions: 1) What are the numbers and characteristics of children receiving special education; 2) Are there eligible children who are unserved or underserved; 3) Are certain types of children over-represented in special education programs; and 4) What factors influence who gets special education? The analysis of the evaluation studies statistical information and the method utilized in the development of the report itself are all included in the report. This report would be valuable to any administrator in the field.

ABS: MARRC/KFF, 10/30/81

TITLE: Civil Rights, Handicapped Persons, and Education: Section 504 Self-Evaluation Guide -- Preschool, Elementary, Secondary, and Adult Education

AUTHOR: Von Hippel, Caren; Foster, June; Lonberg, Jean

PUBLISHER: CRC Education and Human Development, Inc.
25 Flanders Road
Belmont, MA 02178

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
Office for Civil Rights

PUBLICATION DATE: August 1978

RRC PRODUCED: No

AVAILABLE THROUGH: James D. Bennett
Director, Technical Assistance Unit
Office of Program Review and Assistance
Office for Civil Rights
330 Independence Avenue, S.W.
Washington, DC 20201

LANGUAGE: English PAGES: 122 COST: Free

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators, Supervisors, Program Implementors, Advocates, Parents

SUBJECT DESCRIPTORS: Monitoring, Program Evaluation, Federal Legislation, Data Collection, Models, Related Services

OVERVIEW: This document represents part of a campaign by the Department of Health, Education and Welfare to bring to institutions it funds, technical assistance for promoting voluntary compliance with Section 504 of the Rehabilitation Act of 1973. The first chapter "General Provisions" defines the terms used in the Regulations and in other chapters of this guide. Chapter II addresses the "Employment Practices" provisions and the principles of nondiscrimination outlined in the Regulations. Chapter III discusses "Program Accessibility" and various aspects of reasonable accommodation in compliance with the regulations. Chapters II and III each end with model self-evaluation guidelines to be used as a tool for recipients in examining their policies, programs and activities. In part IV, the intent of the provisions, and examples of practices corresponding to the intent, are presented. The practices provide brief examples of the ways some recipients have already implemented the Section 504 requirements. The second section of Part IV provides a self-evaluation checklist, which corresponds to the provisions for

Civil Rights, Handicapped Persons, and Education: Section
504 Self-Evaluation Guide -- Preschool, Elementary,
Secondary, and Adult Education (Continued)

preschools, elementary, secondary and adult education. The authors emphasize that a "yes" answer to any or all of the checklist questions should not be interpreted as constituting proof of compliance with Section 504 Regulations. The checklist is intended to help in the development of self-evaluation plans. The purpose of the practices is to suggest methods of evaluating practices, making adaptations and developing techniques for a school to comply with the law.

COMMENTS: This guide should be a valuable tool in helping schools extend their programs to handicapped persons.

ABS: MARRC/LCS, 10/30/81

IV-32A

TITLE: SEA Monitoring Guide for Use with "The Regional Guidelines for State Approval of Private Schools for Children with Handicapped Conditions"

AUTHOR: New Jersey State Department of Education; Northeast Regional Resource Center

PUBLISHER: Northeast Regional Resource Center
SEA Private School Committee
168 Bank Street
Hightstown, NJ 08520

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
Bureau of Education for the Handicapped

PUBLICATION DATE: June 1980 **RRC PRODUCED:** Yes

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 198 663)

LANGUAGE: English **PAGES:** 81 **COST:** \$6.95 plus postage

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Monitoring, Private Schools, State Agency Procedures, Program Evaluation, Related Services

OVERVIEW: This document, developed by the SEA Private School Committee of the Northeast Regional Resource Center, provides guidelines designed to assist client states in devising and implementing appropriate regulations and procedures for the licensing and/or approval of private schools for handicapping conditions. These guidelines are designed 1) to promote comparability of state licensing approval placement procedures, 2) reduce the administrative burden and attendant costs for both private schools and state education agencies, 3) increase the effectiveness of monitoring interstate placements and 4) provide a firm basis for program analysis. The first section provides the regional Guidelines for State Approval, the approval procedures and approval criteria. Approval procedures are that the appropriate state authority should conduct an onsite inspection of each school applying for licensing and/or approval prior to granting licensing and/or approval. Approval criteria are outlined for the following components of private school operation: governance; administration; program requirements (particularly the individualized education program); related services; program evaluation; child management techniques; instructional, administrative, and supportive personnel; termination of student's enrollment; due process; class size;

SEA Monitoring Guide for Use with "The Regional Guidelines
for State Approval of Private Schools for Children with
Handicapped Conditions" (Continued)

calendar requirements; physical facilities; transportation; child care; and health and medical care. Section two is a "Private School Self-Study Guide." This instrument, designed to assist measurement of compliance of a private school program with the regional guidelines, is a checklist containing questions corresponding to each of the approval criteria. Section III, IV and V contain forms for evaluation and data gathering. These include 1) a "Documentation Checklist for Approval Criteria," a matrix of essential documents and methods of document review, 2) a "Data Gathering Document" designed to gather information that should be contained in the written application of the private school, 3) a list of "Data Submitted by Private School" prior to on-site visitation, 4) Suggested process outline for on-site visitation, 5) suggested format for private school evaluation report, and 6) Evaluator Inservice Requirements and agenda.

TITLE: New Directions for Program Evaluation, Evaluating Federally Sponsored Programs. No. 2

AUTHOR: Rentz, Charlotte C.; Rentz, R. Robert (Issue Editors)

PUBLISHER: Jossey-Bass, Inc.
433 California Street
San Francisco, CA 94104

FUNDING INSTITUTION:

PUBLICATION DATE: Summer 1978

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 107

COST: Subscription
1 year/\$25.00

PHYSICAL FORMAT: Quarterly Sourcebook

TARGET AUDIENCE: Policy Formulators, Administrators, Program Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Federal Legislation, Agency Role, Policy Development, Management System

OVERVIEW: New Directions for Program Evaluation is one of several series of quarterly sourcebooks designed to serve as compendiums of the latest knowledge and practical experience on their topics and as reference tools. This issue of opinion papers illustrates varying approaches adopted by agencies and individuals involved in evaluation of federally sponsored programs with examples in the areas of education and criminal justice. Eleanor Chelimsky considers differences between congressional approaches to monitoring agency accountability and agency views of evaluation as a means of improving program management. Mary Kennedy discusses the evaluation design developed by the Bureau of Education for the Handicapped for evaluating the impact of Public Law 94-142. Howard Lesnick and Michael Longdorf examine an approach studied by the National Institute of Education, which assures that important policy questions guide the design of evaluation studies. Ralph Swisher follows with an examination by the Law Enforcement Assistance administration (LEAA) of methods for social program evaluations and the need for resulting information of greater relevance to policy makers and managers. Raymond Wasdyke discusses a number of problems associated with evaluating vocational education programs, and the need for coordinating and integrating evaluation activities. Finally Warter Hodges and Robert Sheehan provide a review of two intervention programs for young children, illustrating that with advanced planning and efficient methodology, federal evaluations can be effective strategies for generating knowledge. This volume aims to achieve the goal of producing useful program evaluation data for the use of policy makers at the federal, state and local levels.

ABS: MARRC/LCS, 10/30/81

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TITLE: Implementation and Intervention Strategies: The Case of
P.L. 94-142 -- Project Report No. 81-A18

AUTHOR: Benveniste, Guy

PUBLISHER: Institute for Research on Educational Finance and
Governance (IFG)
School of Education
Stanford University
CERAS Building
Stanford, CA 94305
(415) 497-0957

FUNDING INSTITUTION: National Institute of Education

PUBLICATION DATE: September 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Sandra L. Kirkpatrick
Director for Dissemination
(Publisher)

LANGUAGE: English **PAGES:** 35 **COST:** First four copies
free; more than four
\$1.00 each

PHYSICAL FORMAT: Position Paper

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Monitoring Program, Administration, Federal
Legislation, Policy Development, Sanctions

OVERVIEW: Federal intervention in education can enhance or hamper professional role playing. Generally, process controls reduce discretion and can therefore erode service quality. When innovations require considerable "learning how to do the job," input or output controls are preferable. The implementation of P.L. 94-142 is studied to show the consequences of excessive use of process controls. (IFG)

ABS: MARRC/LSC, 5/7/82

TITLE: "Data Based I.E.P. Development: An Approach to Substantive Compliance." Teaching Exceptional Children, Vol. 12, No. 3

AUTHOR: Deno, Stanley L.; Mirkin, Phyllis K.

PUBLISHER: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

FUNDING INSTITUTION: N/A

PUBLICATION DATE: Spring 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
or
EDRS (#ES 223914, #EC 123479)
P.O. Box 190
Arlington, VA 22210

LANGUAGE: English PAGES: 6 COST: \$12.50/year
subscription; \$3.50 single
copy price; \$2.00/reprint

PHYSICAL FORMAT: Journal Article

TARGET AUDIENCE: Program Implementors, Administrators

SUBJECT DESCRIPTORS: Monitoring, Federal Legislation, Models,
Data Collection, Program Development

OVERVIEW: The article presents the major elements of the data-based program modification approach designed to comply with the individualized education program mandate of P.L. 94-142 (the Education for All Handicapped Children Act). Procedures for implementing each of the model's components are outlined. (ERIC)

ABS: MARRC/LSC, 5/7/82

TITLE: Guide to the Section 504 Self-Evaluation for Colleges and Universities

AUTHOR: Biehl, G. Richard

PUBLISHER: National Association of College and University
Business Officers
One Dupont Circle
Suite 150
Washington, DC 20036

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Bureau of Education for the Handicapped

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: James Bennett, Director of Section 504
Technical Assistance Office for Civil Rights
U.S. Department of Education
330 Independence Avenue, S.W.
Washington, DC 20201

LANGUAGE: English

PAGES: 136

COST: None

PHYSICAL FORMAT: Guide, Workbook

TARGET AUDIENCE: Administrators, Advocates, Program Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Monitoring, Federal
Legislation, Data Collection, Technical
Assistance

OVERVIEW: This guide represents the Department of Health, Education, and Welfare's effort to bring available technical assistance to recipients for promoting voluntary compliance with Section 504 of the Rehabilitation Act of 1973. The material suggests how a recipient may come into compliance and is not a book of rules. This guide is designed to assist colleges and universities in the completion of their Section 504 institutional Self-Evaluations. It is for those that are covered by Section 504, or those that may not be covered, but wish to eliminate barriers to full participation from their programs and activities. The purpose is to provide a process that will enable individuals to organize effectively and identify those areas in their institutions that require evaluation. It offers a format for the Self-Evaluation, and may assist in the tasks of planning actions, collecting data, scheduling the completion of required action, maintaining records, and monitoring compliance. Chapter One covers "General Provisions," "Key Terms," and "General Actions" contained in Subpart A of the regulations, as well as the HEW Regulations pertinent to these general provisions.

Guide to the Section 504 Self-Evaluation for Colleges
and Universities (Continued)

Chapters Two, Three, and Four, "Program Accessibility," "Student Programs, Activities, and Services," and "Employment" include a Discussion and Analysis section that summarizes the requirements and discusses key factors in the Self-Evaluation; a section of HEW Regulations where pertinent parts of the regulations appear; and a section on The Self-Evaluation that contains questions or discussion points for analysis.

Chapter Five, "Implementing the Plan," includes a format for organizing the tasks of planning actions, collecting and evaluating data, implementing actions, maintaining necessary records, and monitoring the evaluation and compliance efforts. A sample form is included that may be used to keep a record of actions required under Section 504 and progress toward completion. Through the use of this form, an institution may also be able to measure the projected and actual impact of Section 504 in areas such as "policy changes," "staffing considerations," "space or facility needs," "communications needs," "equipment, supply or vehicle needs," and "cost factors."

An Appendix, "Sources of Additional Information and Technical Assistance," may be useful to institutions that require "outside" assistance with their Section 504 efforts. This Appendix includes a listing of organizations that represent handicapped persons, or have experience in equal opportunity programs for handicapped persons; a listing of State Vocational Rehabilitation agencies, where institutions may obtain valuable services for their students and employees at no cost; and a bibliography of pertinent literature.

This Guide has been printed in a manner that will allow its use as a workbook. With the perforated pages and three-hole punching, pages may be inserted in a ring binder and supplemented with blank sheets for recording institutional responses. Blank sheets may be added following each section on The Self-Evaluation or at the back of the Guide with codings to the 130 consecutive numbers running through all sections on The Self-Evaluation.

TITLE: New Directions for Program Evaluation: Exploring
Purposes and Dimensions (Number 1)

AUTHOR: Anderson, Scarvia B.; Coles, Clair D. (Editors)

PUBLISHER: Jossey-Bass, Inc.
433 California Street
San Francisco, CA 94104

FUNDING INSTITUTION: N/A

PUBLICATION DATE: Spring 1978

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 116

COST: \$25 for annual
subscription

PHYSICAL FORMAT: Periodical

TARGET AUDIENCE: Policy Formulators, Program Evaluators/
Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Policy Development,
Cooperative Planning

OVERVIEW: New Directions for Program Evaluation is one of several series of quarterly sourcebooks designed to serve as compendiums of the latest knowledge and practical experience on their topics, and as reference tools. This issue explores six purposes that program evaluation can serve in terms of policy decisions about program installation, continuation, modification, support or opposition. In Chapter One, Michael Scriven and Jane Roth discuss the crucial aspect of needs assessment" in planning and evaluation. In Chapter Two, Lois-Ellin Datta focuses on analysis and systematic preplanning necessary for successful program installation. In Chapter Three, Anthony Bryk highlights the dilemma of selecting the best combination of measures and procedures for assessing program impact. In Chapter Four, Eva Baker describes the importance that formative evaluation procedures match the program development process. James Stone in Chapter Five, advocates a "phenomenological emphasis" permitting the evaluator to be part of the action as well as interpreter and judge in determining value. In the last chapter, H. Schroder outlines formal and informal monitoring functions which influence organizational learning and development.

ABS: MARRC/LSC, 5/7/82

TITLE: New Directions for Program Evaluation: Monitoring Ongoing Programs (Number 3)

AUTHOR: Grant, Donald L. (Editor)

PUBLISHER: Jossey-Bass, Inc.
433 California Street
San Francisco, CA 94104

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 102

COST: Annual Subscription
\$25.00

PHYSICAL FORMAT: Periodical

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Program Evaluation, Models, Communication,
Monitoring

OVERVIEW: New Directions for Program Evaluation is one of several series of quarterly source books designed to serve as compendiums of the latest knowledge and practical experience on their topics and as reference tools. This issue is a collection of opinion papers on program evaluation. The authors present examples of monitoring in a variety of settings: business, military, governmental, rehabilitation, mental health services, higher education and school systems. In Chapter One, Woodrow Wirsig deals with the "social accountability audits" of business organizations. In the second chapter Frank Smith focuses on the use of employee-attitude surveys and its value in evaluating employee relations programs. In Chapter Three, Joseph Moses describes approaches to monitoring assessment-center programs. William McClelland and Harold Wagner discuss the development of military training programs and the establishment of reliable quality-control systems in the fourth chapter. In Chapter Five, John Barry describes a variety of ways to monitor rehabilitation programs and dilemmas associated with obtaining usable data. Charles Windle and Steven Scharfstein outline three approaches to monitoring mental health services, the issues involved, and suggestions for improvement in Chapter Six.

In the seventh chapter, Cameron Fincher addresses the need for, and complexities inherent in, monitoring higher education programs. In the last chapter, Ulf Lundgren focuses on broader issues of ideology and scientific methodology inherent in monitoring

ABS: MARRC/LSC, 5/7/82

SECTION V
POLICY DEVELOPMENT/ADMINISTRATION ABSTRACTS

TITLE: Guide to Federal Benefits and Programs for Handicapped Citizens and their Families, The

AUTHOR: Chasey, Carol (Editor)

PUBLISHER: The Government Affairs Office
National Association for Retarded Citizens
1522 K Street, N.W., Suite 516
Washington, D.C. 20005
(202) 785-3388

FUNDING INSTITUTION: National Association for Retarded Citizens

PUBLICATION DATE: 1980

RRC PRODUCED: No

AVAILABLE THROUGH: National Association for Retarded Citizens
Government Affairs Office
1522 K Street, N.W., Suite 516
Washington, D.C. 20005

LANGUAGE: English

PAGES: 438

COST: \$69.95

PHYSICAL FORMAT: Guide, Reference Material

TARGET AUDIENCE: Policy Formulators, Administrators, Child Advocates, Parents, Program Implementors

SUBJECT DESCRIPTORS: Program Administration, Federal Programs, Federal Legislation, Comprehensive Services, Information Systems,

OVERVIEW: This guide is a resource document written in layman's language, designed to bring understanding and clarity to the myriad of federal programs which can affect handicapped citizens and their families so that those in need may benefit from appropriate and available resources. It represents an effort by the National Association of Retarded Citizens (NARC) to continue to provide an important service after the expiration of federal funding. Two previous editions (1977 and 1978) were published by the Federal Programs Information and Assistance Project, a grant of national significance funded by the Rehabilitation Services Administration. The material is presented in a loose leaf binder and divided into ten sections (1. Introduction, 2. Federal Funding, 3. Community Development, 4. Health, 5. Income, 6. Knowledge and Skills, 7. Supportive Services, 8. Research and Training, 9. Protection of Rights, 10. Information Sources) plus a glossary and an appendix. The federal authorization and appropriation process is discussed in Section 2. In Sections 3-8 federal programs are grouped and described, including title, general intent, services provided, eligibility criteria, application procedures, funding information, technical references (including public law number and citations showing where law and regulations can be found or the United States Code and Code of Federal Regulations, respectively), and the address and phone

**Guide to Federal Benefits and Programs for Handicapped
Citizens and their Families, The (Continued)**

number of the central office administering the program. Section 9 acquaints the reader with provisions for the rights of the handicapped along with the legislative mandates for safeguarding and enforcing them. Section 10 contains information on: federal assistance, government organization and activity, two computer resources, and how materials may be attained. Terms common in the parlance of the federal government are defined in the glossary. The Appendix gives listings of regional and state agencies and organizational charts.

ABS: MARRC/LF, 5/20/81

V-1A

TITLE: Project Teams: Training Education Agencies to Meet
Special Education Mandates -- Planning for Full Services.
Trainers Kit

AUTHOR: Caetano, Anthony P.; Punzo, Richard A., Jr. (Editors)

PUBLISHER: American Association of School Administrators (AASA)
National Association of Elementary School Principals
National Association of State Directors of Special
Education (NASDSE)

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Education
Bureau of Education for the Handicapped
(Contract #300-780-501)

PUBLICATION DATE: 1980

RRC PRODUCED: No

AVAILABLE THROUGH: AASA
1801 North Moore Street
Arlington, VA 22209

LANGUAGE: English **PAGES:** 271 **COST:** \$150.00

PHYSICAL FORMAT: Training Kit, Guide, Workbook, Audiovisual Aides

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors,
Program Implementors, Child Advocates, Parents

SUBJECT DESCRIPTORS: Program Development, Comprehensive Services,
Cooperative Planning

OVERVIEW: This training kit has been developed to assist local school districts in becoming more effective in the planning and decision-making required for successful implementation of Public Law 94-142 and Section 504 of the Rehabilitation Act of 1973. The kit provides workshop leaders with materials for a two and one-half day workshop on full service planning. It consists of a trainer's guide, a participant workbook, four filmstrips with audio cassette, and a set of 35mm slides. In addition the appendices provide planning materials including: sample letter, agenda, guide, checklists, and a sample worksheet for planning. The kit is based on the Prince William model developed by NASDSE and utilized by AASA, NAESP, and NASDE in forty-five school districts in four states in 1979. The workshop goals are to enable participants to: 1) develop a collaborative team management decision-making approach to addressing district priorities for implementing P.L. 94-142 and Section 504, 2) utilize this approach in identifying target areas for improvement of policies and services, and 3) develop and/or refine an individualized district plan for full service implementation responsive to the needs as identified by each local education agency (LEA). The workshop presentations are designed to assist with the understanding of

**Project Teams: Training Education Agencies to Meet
Special Education Mandates -- Planning for Full Services.
Trainers Kit (Continued)**

state and federal legislation, full service planning, participatory decision-making, analysis of discrepancies, and appropriate sequencing of events for full services planning. Each workshop activity is presented with the objectives, media, resources, and time necessary to complete.

ABS: MARRC/LF, 5/22/81

V-2A

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TITLE: Reforming Special Education: Policy Implementation from State Level to Street Level

AUTHOR: Weatherley, Richard A.

PUBLISHER: MIT Press
Cambridge, MA
Book Department (617-253-2884)
(American Politics and Public Policy Series, Vol. 5)

FUNDING INSTITUTION:

PUBLICATION DATE: 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 180 **COST:** \$17.50

PHYSICAL FORMAT: Book

TARGET AUDIENCE: Administrators, Policy Formulators, Program Implementors, Parents, Advocates

SUBJECT DESCRIPTORS: Policy Development, Fiscal Accountability, Monitoring, Parent Involvement, Program Administration, State Department of Education

OVERVIEW: This book focuses on Massachusetts Special Education reform law, Chapter 766. The key issue of this work is not whether the law was implemented, but how it was implemented and neglected and what patterns affected educators in their acceptance or rejection of the responsibilities. The assumption of this study is that patterns of individual response to legal requirements become, in effect, the policy of the state. The author illustrates how teachers and administrators, in their efforts to accommodate requirements, "slanted implementation of the law by incorporating its provisions consistent with previous practices and processes. He also concludes that what was conceived as fair, uniform and equitable produced a biased distribution of benefits favoring the more affluent clients.

COMMENTS: This indepth exploration of a specific implementation process could be of interest to public policy makers in agencies, heightening an awareness of the "organizational restraints to bureaucratic reform."

ABS: NERRC/EM, 10/30/81

TITLE: Policy-Related Problems for Delivery Vocational Education to Handicapped Learners as Perceived by State Education Agency Personnel. Policy Research and Resource Series: Document 2

AUTHOR: Greenan, James P.; Phelps, L. Allen

PUBLISHER: Illinois University
Urbana, IL 61801

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education

PUBLICATION DATE: May 1980

RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 194 744)

LANGUAGE: English **PAGES:** 31

COST: Reproduction Costs

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Policy Development, Interagency Coordination of Services, Vocational Education, Funding, Program Evaluation, State Department of Education

OVERVIEW: This report presents baseline data that identifies and describes the policy-related problems confronting State Education Agency Personnel in delivering vocational education to handicapped learners. The first section sets forth these two major objectives of the nationwide study: (1) to develop a survey instrument and techniques for identifying the policy-related problems confronting state directors of vocational and special education, and consultants for vocational special needs education and (2) to identify the major policy-related problem areas and problems. In the second section these research procedures are described: instrumentation (development of an open-ended survey instrument), population determination, data collection, and data analysis. The third section discusses eight identified problem areas (and 248 policy-related problems): interagency cooperation and agreements; funding and fiscal policy; service delivery and program alternatives; personnel preparation; state legislation, plans, and policies; federal legislation and regulations; program evaluation and improvement; and attitudes. Two recommendations are presented which are addressed to policy-making and planning personnel at the federal, state, and local levels: further study of the extent and criticality of each of the areas of concern needs, and continued efforts to provide high quality research, development training, and evaluation projects. (ERIC)

ABS: NERRC/EM, 10/30/81

TITLE: Special Education Administrative Policies Manual

AUTHOR: Torres, Scottie (Project Director)

PUBLISHER: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: 1977

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** Approximately **COST:** Member \$23.38
100 -- done by Non-member --
sections \$27.50

PHYSICAL FORMAT: Manual, Reference Materials

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Policy Development, Monitoring,
Program Administration, Inservice Training,
Fiscal Accountability, Program Evaluation

OVERVIEW: Appropriate policy which serves to control, regulate, and direct the organization, administration and provision of educational services to exceptional children is the basis for efficient and effective operation of school programs. Use of this document, containing recommended policy language, will assist administrators in revising or developing policies consistent with P.L. 94-142 and Section 504 regulations concerning discrimination against the handicapped. Content areas include: Right to Education; Population Identification; Evaluation; Placement; Service Delivery; Facilities and Transportation; Administration; Governance; Personnel; Confidentiality and Student Records; Due Process; Medication. Sample forms for use in implementation included. (ERIC)

COMMENTS: This open ended notebook/manual deals with policy development in many areas. The descriptors selected are intended to guide the reader to specific policy sections related to our sphere: administration-governance, personnel, evaluations and fiscal management. At the beginning of each policy area, policy statements and their alternatives are presented for use by local, intermediate and state administrators.

ABS: NERRC/EM, 10/30/81

TITLE: Administrative Responsibilities for Implementing
P.L. 94-142

AUTHOR: National Learning Resource Center of Pennsylvania (NLRC)
Duffey, James B. (Project Director)

PUBLISHER: NLRC/P
King of Prussia, PA
(215) 265-3706

FUNDING INSTITUTION: U.S. Department of Education
Bureau of Education for the Handicapped
and
The Pennsylvania Department of Education
Bureau of Special Education

PUBLICATION DATE: 1979

RRC PRODUCED: Yes

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 295

COST: Unknown

PHYSICAL FORMAT: Guide, Resource Material

TARGET AUDIENCE:- Administrators

SUBJECT DESCRIPTORS: Program Administration, Inservice Training,
Needs Assessment, Program Evaluation,
Monitoring

OVERVIEW: This document is intended as a resource for personnel preparation activities undertaken by educational agencies as part of their comprehensive system of personnel development (CSPD). The notebook is organized as a training package for staff/development and is approached through five modules: Free Appropriate Public Education, Procedural Safeguards, Individualized Education Program, Least Restrictive Environment and CSD. Presented are the legal basis for each component and its related administrative responsibilities, and the development of alternative strategies for implementation. The trainers can prioritize the modules on the basis of the needs assessment and evaluation instruments which are provided. These can be presented with each module or at the beginning and end of the entire package. Each module contains complete trainer directions, activities, activity worksheets, informational handouts, and a variety of materials to enhance administrative understanding.

ABS: NERRC/EM, 10/30/81

TITLE: Policy Effects of Special Education Funding Formulas,
Program Report No. 80-B1

AUTHOR: Hartman, William T.

PUBLISHER: Institute for Research on Educational
Finance and Governance
School of Education
Stanford University
Palo Alto, CA

FUNDING INSTITUTION: National Institute of Education

PUBLICATION DATE: January 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 33

COST: Free

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Funding, Policy Development

OVERVIEW: P.L. 94-142 and similar legislation in almost every state now require all handicapped children to be provided a free appropriate education. To accomplish this objective, estimates indicate that large scale growth in the available funds for special education will be necessary. As the funding for special education increases, it becomes even more important for federal, state, and local educational policymakers to understand the effects and motivations caused by the magnitude and distribution of these monies. Special education funding formulas have been categorized into six types (unit, personnel, weight, straight sum, percentage reimbursement, and excess costs) and by the main factor used for the allocation of funds (resources, children served, and cost). Each of these formulas has the same fiscal objective -- to transfer monies for special education from the federal or state level to school districts. Further, with comparable regulations, guidelines, and constraints, each of the formulas can be made to yield the same amount of money. Consequently, this analysis of the funding formulas examines how each of the various formulas affects important special education policies and decisions. Each of the funding formulas provides certain incentives and disincentives for local, state, and federal personnel to make certain educational choices concerning handicapped children. Therefore, to evaluate the different formulas, this paper investigates the motivational effects of the formulas on key programmatic and management issues in special education. As an additional example, the impact of the funding approach utilized by P.L. 94-142 to allocate federal special education funds is reviewed according to these same issues.

ABS: NERRC/EM, 10/30/81

TITLE: Educational Administration and Special Education: A Handbook for School Administrators

AUTHOR: Mayer, Lamar C.

PUBLISHER: Allyn Bacon
Rockleigh, NJ

FUNDING INSTITUTION:

PUBLICATION DATE: 1982

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 383 **COST:** \$19.95

PHYSICAL FORMAT: Book, Reference Material

TARGET AUDIENCE: Administrators, Policy Formulators

SUBJECT DESCRIPTORS: Program Administration, Interagency
Coordination of Services, Funding, Program
Evaluation, Rural Education, Urban Education

OVERVIEW: This comprehensive book, directed to both general and special administrators, provides extensive practical information for planning, implementing and evaluating special education programs. Sixteen chapters, organized around 4 major themes present detailed information in a succinct form, with reference sources listed. Two chapters emphasize what school administrators need to know about each exceptionality, presenting characteristics illustrated by a short case history, questions to be asked, instructional techniques, program needs and the responsibilities of related personnel. Part II provides the framework for developing and operating programs explaining legal aspects. Resource sharing with local agencies, within staff and with state, national and special interest agencies or groups is treated. Part III discusses organizational structure/models and alternative approaches. Forms of cooperative programs are explored. Separate chapters deal with urban large city systems and with the rural, low-incidence population. The final part "Organizational Action" is devoted to a variety of topics. Assessment and placement procedures, working relationships in school and the community and the special education curriculum (preschool-postsecondary) are discussed. A chapter on budgetary planning, control and monitoring also covers funding sources, formulas, procedures and reimbursements; school facilities and equipment. The final chapter focuses on program evaluation and the kinds, sources and uses of data collected.

COMMENTS: This is a very current and comprehensive "encyclopedia of facts." The author has compiled practical information in a readable compact book. Useful forms, checklists and worksheets are appended. This document would also be an excellent resource for preservice training.

ABS: NERRC/EM, 10/30/81

TITLE: Roadmap through Title XX. Financing Services for Children through Title XX and Other Programs. Manual 5

AUTHOR: Copeland, William C.; Iversen, Iver H.

PUBLISHER: Child Welfare League of America, Inc.
Hecht Institute for State Child Welfare Planning
1346 Connecticut Ave., N.W.
Washington, DC 20036

FUNDING INSTITUTION:

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: CWLA Informational Resource Services
67 Irving Place
New York, NY 10003

LANGUAGE: English **PAGES:** 138 **COST:** \$6.00

PHYSICAL FORMAT: Reference Material, Manual

TARGET AUDIENCE: Administrators, Policy Formulators, Supervisors,
Program Implementors

SUBJECT DESCRIPTORS: Federal Legislation, Program Administration,
Program Evaluation, Agency Role, Related
Services

OVERVIEW: This manual, part of a Hecht Institute four-manual series entitled Financing Children's Services through Title XX and Related Programs, teaches what Title XX regulations are, what they mean, and what actions and procedures are commanded by them. The first section covers the necessity of rule systems, the characteristics of a good rule system and the ways which this manual can and cannot be used to improve the Title XX rule system. The second section contains an analysis of some of the more critical issues in the regulations and an explanation of several analytical methods, such as grammatical analysis, decision tables, and semantic analysis. The third section employs flow charts to represent, in systematic fashion, the decisions and consequences involved in Title XX regulations and to illustrate the linkages among parts of the regulations. Included is a short introduction to the very simple flow chart language used in this manual for the reader's use as a self-teaching device. Together with an appendix containing the Title XX regulations, this section is intended as an ongoing reference work for the teacher, the student, the planner, the administrator, and the evaluator or auditor of Title XX programs. (ERIC)

COMMENTS: This material is a relevant tool for those wishing to plan coordinated educational, social, health and related services for handicapped children.

ABS: MARRC/LCS, 10/30/81

TITLE: Summary of Existing Legislation Relating to the Handicapped

AUTHOR: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office for Handicapped Individuals

PUBLISHER: U.S. Department of Education
Office of Special Education and Rehabilitative Services
Office for Handicapped Individuals
Washington, DC 20202
(publication # E-80-22014)

FUNDING INSTITUTION:

PUBLICATION DATE: August 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 164

COST: Free

PHYSICAL FORMAT: Reference Material

TARGET AUDIENCE:. Policy Formulators, Administrators, Supervsors, Program Implementors, Advocates, Parents

SUBJECT DESCRIPTORS: Federal Legislation, Policy Development, Program Administration, Program Development

OVERVIEW: This publication attempts to provide, under one cover, a summary of nearly sixty key Federal laws affecting handicapped persons. The various laws are organized into general subject areas (education, employment, health, housing, income maintenance, nutrition, rights, social services, transportation, vocational rehabilitation). The provisions of each separate act are described in non-technical language, using a common format. After providing a brief overview of the law's basic purpose and structure, the major programs authorized under the statute which affect handicapped persons are described. Each section concludes with an encapsulated legislative history of the law, highlighting major milestones in the development of the statute as it impacts on mentally and/or physically disabled persons. Minor legislation affecting handicapped persons is summarized in an abridged format, including a brief discussion of the law's importance and its legislative origins. Following the descriptions of each major program affecting handicapped persons under a particular act, there is a list of reference documents the reader may wish to consult for further information. Only those laws containing explicit provisions relating to physically and/or mentally handicapped persons are summarized in this report. The one major exception relates to laws authorizing benefits for disabled veterans. Since information and material on such statutes are generally available through the Veterans Administration,

Summary of Existing Legislation Relating to the
Handicapped (Continued)

information on laws aimed exclusively at this population are not included. Information included in this summary report may prove helpful to Federal and state policymakers, professional workers, program administrators, handicapped consumers, students and other individuals with an interest in Federal legislation that directly impacts on handicapped persons.

COMMENTS: This material is included in this catalog because of its relevance as a tool for planning coordinated, comprehensive services to the handicapped.

ABS: MARRC/MAS, 10/30/81

V-10A

TITLE: Case Study of the Implementation of P.L. 94-142.
Executive Summary

AUTHOR: Blaschke, Charles L. -- Principal Investigator

PUBLISHER: Education Turnkey Systems, Inc.
1030 Fifteenth Street, N.W.
Washington, DC 20005

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: May 1979

RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 175 232)

LANGUAGE: English **PAGES:** 60 **COST:** Reproduction Costs

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Administrators, Policy Formulators, Supervisors,
Program Implementors

SUBJECT DESCRIPTORS: Program Evaluation, Monitoring, Model,
Federal Legislation, State Department of
Education, Local Agency Procedures

OVERVIEW: Presented are the findings of a study to identify, analyze, and explain activities and consequences in nine local education agencies (LEAs) in three states as they implemented the major provisions of P.L. 94-142, the Education for All Handicapped Children Act. Section I summarizes the background of the study and its major objectives. In Section II, the case study methodology is described. Section III addresses the nature and extent of the major consequences which arose during two school years of observation. Also identified are relevant changes in LEA organization, staff role behaviors, and attitudes which have occurred. Findings are reported for the following areas: childfind, assessment, placement, individualized education program, least restrictive environment, and parent involvement/due process. Among conclusions listed in a final section is that in all three states the leadership role of the state education agency and the states' interpretations, policies, and procedures significantly influenced LEA procedures in implementing the provisions of the law. Appended materials include a conceptual model for assessing the implementation of P.L. 94-142, a summary of information gathering, and a description of the special education process. (ERIC)

ABS: MARRC/LCS, 10/30/81

TITLE: The Regulations of Section 504

AUTHOR: Chapel Hill Training-Outreach Program

PUBLISHER: Chapel Hill Training-Outreach Program
Lincoln Center
Merritt Mill Road
Chapel Hill, NC 27514
(919) 967-8295

FUNDING INSTITUTION:

PUBLICATION DATE:

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES:

COST: \$65.00

PHYSICAL FORMAT: Audiovisual Aids

TARGET AUDIENCE: Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Program Administration, Monitoring, Federal
Legislation, Inservice Training

OVERVIEW: This slide/tape presentation is designed to provide an overview of the regulations for implementing Section 504 of the 1973 Rehabilitation Act, with regard to recipients of federal funds. Section 504 describes specific provisions for discrimination against qualified handicapped persons in all aspects of employment. It also describes provisions for program accessibility in educational institutions and requires compliance with Section 504 to insure continued funding. The presentation was designed to be shown in a training or workshop setting to an audience of administrators, supervisors or program implementors. It is divided into three parts: Employment Practices, Program Accessibility and Compliance and Self-Evaluation. Each part is about 11 minutes long and is accompanied by case studies. The cassette may be stopped after each case presentation for discussion before the solution is presented.

ABS: MARRC/LCS, 10/30/81

TITLE: New Perspectives on Planning in Educational Organizations

AUTHOR: Carroll, Mary R.; Clark, David L.; Huff, Anne S.;
Lotto, Linda S.

PUBLISHER: Far West Laboratory for Educational Research
and Development
1855 Folsom Street
San Francisco, CA 94103

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
National Institute of Education

PUBLICATION DATE: November 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 64

COST: \$5.50

PHYSICAL FORMAT: Mini-Review, Position Paper

TARGET AUDIENCE: Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Program Development, Program Administration,
Models

OVERVIEW: Planning has become a fundamental activity and a vital element in virtually all federally and state-supported dissemination of school improvement programs and projects. The authors contend that the formalized planning systems that currently dominate thought and practice in education are based upon an inappropriate representation of educational organizations. The purpose of this monograph is to add to the reader's repertoire of strategic and tactical responses to the planning function. The first message is that much current educational planning, especially national-level planning regarding school improvement programs, is seriously flawed. The nature of these flaws is examined and explained. The second message is that planning need not be inappropriate or misdirected. If "alternative perspectives" on planning are employed, planning can again become a relevant, useful, and highly meaningful activity in which many more persons could and should participate. Consequently, this monograph is addressed to many professionals and involved laypersons in the field of education, and in related social fields, who are concerned with improving educational and social conditions and who would like to find better ways to plan. Section I argues the failure of traditional goal-based, rational, sequential planning systems and explores why they have failed. Section II discussed planning concepts and variables that better represent educational organizations and hence provide a more effective basis for planning than do traditional systems. Section

New Perspectives on Planning in Educational
Organizations (Continued)

III introduces alternative frameworks for thinking about the planning process through the use of metaphors, and suggests some activities and guidelines that might be employed by planners interested in such alternatives.

ABS: MARRC/LCS, 10/30/81

V-13A

TITLE: Special Education Management-by-Information: A Resource Guide for State and Local Education Agencies

AUTHOR: Management Analysis Center, Inc., Washington, DC

PUBLISHER: National Association of State Directors of Special Education
1201 16th Street, N.W.
Washington, D.C. 20036

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 79

COST: \$4.00

PHYSICAL FORMAT: Guide

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Program Administration, Program Development, Information Systems, Data Collection

OVERVIEW: The document offers guidelines for developing a management by information system for special education services, a system that organizes people, equipment, procedures, and communications to collect and present accurate data that administrators can use to make decisions and to provide information to state and federal governments. Following a definition of management by information and its benefits are sections which explain how to design, implement, and operate a management by information system, based on the experiences of managers in five state and five local education agencies. The booklet uses specific examples to develop a step by step process for the system's four phases: assessment, planning, testing, and implementation and operation. Pitfalls of the system are briefly delineated. Appendixes contain brief summaries of the systems at each of the state and local education agencies that management analysis center personnel visited, a list of questions for determining possible external constraints that may affect system development, and an outline for data elements. (ERIC)

ABS: MARRC/MAS, 10/30/81

TITLE: 1981 Guide to Department of Education Programs in
American Education. Vol. 16, No. 8

AUTHOR: Wexler, Henrietta (Compiler)

PUBLISHER: U.S. Department of Education
Washington, DC 20202

FUNDING INSTITUTION: U.S. Department of Education

PUBLICATION DATE: October 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Single copies of reprints:
E.D. Guide-81
Washington, DC 20202
Multiple copies:
Superintendent of Documents
G.P.O.
Washington, DC 20402
Stock No: 065-000-00048-2

LANGUAGE: English **PAGES:** 31 (17-48) **COST:** Multiple copies -
\$2.00; single
copies - free

PHYSICAL FORMAT: Directory, Guide, Reference Material,
Journal Article

TARGET AUDIENCE: Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Policy Development, Federal Legislation,
Agency Role

OVERVIEW: The guide gives information necessary to begin the process of applying for federal funds administered by the Department of Education (ED). For each ED program, lists program title, authorizing legislation, eligible applicants, and contact information. (ERIC)

ABS: MARRC/LCS, 10/30/81

TITLE: How to Service Students with Federal Education Program Benefits: An information handbook for representatives of non-public school children on the 1978 amendments to the Elementary and Secondary Education Act

AUTHOR: Manno, Bruno V.

PUBLISHER: The National Catholic Educational Association
Suite 350
One Dupont Circle
Washington, DC 20036
(202) 293-5954

FUNDING INSTITUTION: U.S. Department of Education
Office of the Assistant Secretary for
Non-Public Education

PUBLICATION DATE: c. 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Check your RRC for availability

LANGUAGE: English **PAGES:** 79

COST: Reproduction Costs

PHYSICAL FORMAT: Guide, Resource Material, Directory

TARGET AUDIENCE: Policy Formulators, Administrators, Parents

SUBJECT DESCRIPTORS: Program Administration, Program Development,
Private Schools, Federal Legislation,
Needs Assessment

OVERVIEW: The purpose of this handbook is to present information to the representatives of non-public, nonprofit school children to help them secure the benefits of Federal education programs for those they serve. This guide provides, in Section I, an overview of federal education programs and a synopsis of regulations that affect non-public school participation in all federal programs. The program descriptions are listed by degree of difficulty in gaining access to the program. Section II provides suggestions for non-public school personnel to identify the needs of their school populations that can be addressed by the federal programs available to them, including the needs of handicapped students. Section III provides brief instruction on the legislation, regulations, program guidelines and litigation of relevant programs. Section IV provides tips on how to work effectively with public school officials. The extensive appendices contain additional sources of information and help and the names of significant persons to seek out when federal assistance is deemed desirable.

ABS: MARRC/MAS, 10/30/81

TITLE: Complexity and Control: What Legislators and Administrators Can Do about Implementing Public Policy

AUTHOR: Elmore, Richard F.

PUBLISHER: U.S. Department of Education
Office of Educational Research and Improvement
National Institute of Education
1200 19th St., N.W.
Washington, DC 20208

FUNDING INSTITUTION: Publisher

PUBLICATION DATE: August 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 52

COST: Free

PHYSICAL FORMAT: Monograph, Position Paper

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Policy Development, Program Administration, Agency Role

OVERVIEW: Addressed primarily to practitioners -- legislators, administrators, and their staffs -- this monograph is structured around a series of hypothetical exchanges between legislators and administrators concerning the implementation of a Basic Skills program. The author asserts that the hierarchical control that legislators traditionally rely on for program implementation is contrary to the need for subordinates to exercise delegated control (individual responsibility, initiative, and discretion) over their own actions. Since the most important interaction in education takes place between students and teachers, he stresses the importance of focusing attention on the classroom in solving implementation problems. This approach is patterned on a programmatic view that emphasizes delegated control and service delivery capacity rather than a regulatory view that emphasizes hierarchical control and compliance, backward mapping, based on the assumption that implementation begins at the bottom, not at the top, is presented as a logical, although not a foolproof, strategy. (ERIC)

ABS: MARRC/LCS, 10/30/81

TITLE: Planning, Conducting, Evaluating Workshops: A
Practitioner's Guide to Adult Education

AUTHOR: Davis, Larry Nolan; McCallon, Earl

PUBLISHER: Learning Concepts
2501 No. Lamar
Austin, TX 78705
(512) 474-6911

FUNDING INSTITUTION:

PUBLICATION DATE: 1975

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 325

COST: \$16.95 (includes
workshop packet)

PHYSICAL FORMAT: Textbook, Resource Material

TARGET AUDIENCE: Administrators, Supervisors, Program
Implementors

SUBJECT DESCRIPTORS: Program Administration, Program
Development, Program Evaluation, Workshop
Management, Inservice Training

OVERVIEW: The book is designed as a practical guide and reference to assist adult educators with workshops. An introductory section touches on conflicting general and adult learning theories and relates various adult learning characteristics with effective workshops. The three major sections, "Planning the Workshop," "Conducting the Workshop," and "Evaluating the Workshop," are presented as a chronological sequence of activities and procedures. Part 1 consists of eight chapters which focus on: assessing needs, specifying learning objectives, selecting resources, designing learning activities, budgeting, making arrangements, rehearsing and packing. Worksheets pertain to problem analysis and competency models of needs assessment, general/specific learning objectives, learning resources selection, learning design, workshop budget and arrangements. Part 2 consists of five chapters on conducting workshops: setting up, setting the learning climate, agreeing on objectives, directing learning activities, and closing shop. The concluding section on evaluation by objectives (worksheet), and impact evaluation. A manager's guide to staff development also is included.

ABS: MARRC/MAS, 10/30/81

TITLE: Planning, Conducting, and Evaluating Workshops:
Workshop Staff Packet

AUTHOR: Davis, Larry Nolan; McCallon, Earl

PUBLISHER: Learning Concepts
2501 No. Lamar
Austin, TX 78705
(512) 474-6911

FUNDING INSTITUTION:

PUBLICATION DATE: 1974

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 31

COST: \$16.95 (includes
textbook)

PHYSICAL FORMAT: Workbook, Resource Material

TARGET AUDIENCE: Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Program Administrators, Program Development,
Program Evaluation, Workshop Management,
Inservice Training

OVERVIEW: A resource packet for use by workshop planners, this material consists of worksheets which can be used in conjunction with the author's book by the same title (see document summary). The worksheets can be used with consultants and to guide individual planning of workshops. The worksheets are: 1) needs assessment/problem analysis and competency models; 2) general and specific learning objectives; 3) learning resources selection/resource inventory; 4) learning activities design; 5) workshop budget; 6) arrangements/facility survey, accommodation survey and aids inventory; 7) staff assignments and observations/participant feedback; 8) closing shop; and 9) evaluation by objective.

ABS: MARRC/JAM, 10/30/81

TITLE: Seven Executive Summaries of Policy Options Papers

AUTHOR: Policy Options Project

PUBLISHER: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

FUNDING INSTITUTION:

PUBLICATION DATE: 1979/1980

RRC PRODUCED: No

AVAILABLE THROUGH: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210
(703) 841-1212

LANGUAGE: English **PAGES:** 102

COST: Reproduction Costs

PHYSICAL FORMAT: Mini-review

TARGET AUDIENCE: Policy Formulators

SUBJECT DESCRIPTORS: Policy Development

OVERVIEW: This material includes summaries of seven policy papers prepared for the Council for Exceptional Children by the Policy Options Project on various topics of concern in the education of handicapped children. They include: 1) Policy Options Regarding Graduation requirements and their Impact on Handicapped Students by Scottie Higgins and Cathe Hockenberry; 2) Policy Options Regarding Information Supplied to Decisionmakers in Order to Determine the Least Restrictive Environment Appropriate for Each Handicapped Child by Scottie Higgins and John W. Ross; 3) Policy Options Relating to the Surrogate Parent Mandates of the Education for All Handicapped Children Act (Public Law 94-142) by John W. Ross; 4) Policy Issues and Implications of the Education of Adjudicated Handicapped Youth by Cathe McCall Hockenberry; 5) Policy Options Regarding Certification and Licensure Requirements for Related Services Personnel by Josephine G. Barresi; 6) Third Party Payments for Related Services: Policy Issues and Implications for Handicapped Students by John W. Moss; and 7) Policy Options for Providing Special Education and Related Services Guaranteed by P.L. 94-142 to Military Dependents by Catherine W. Yohn. See individual document summaries for content descriptions of each paper.

ABS: MARRC/MAS, 10/30/81

TITLE: Policy Options Regarding Information Supplied to
Decisionmakers to Determine the Least Restrictive
Environment Appropriate for Each Handicapped Child

AUTHOR: Higgins, Scottie; Ross, John W.

PUBLISHER: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: February 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
or
ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 191 201)

LANGUAGE: English **PAGES:** 81 **COST:** Reproduction Costs

PHYSICAL FORMAT: Position Paper

TARGET AUDIENCE: Policy Formulators

SUBJECT DESCRIPTORS: Policy Development, Least Restrictive
Environment

OVERVIEW: Policy issues related to the concept of least restrictive environment (LRE) as required in P.L. 94-142, the education for all handicapped children act are reviewed in Chapter I, while the evolution of educational practice is illuminated in such special education models as the instructional cascade model. An operational definition of LRE is offered which suggests that instruction and services must also be considered with actual placement. Chapter III addresses decision making considerations regarding LRE and lists four policy options areas: curricular adaptations, methodological adaptations, behavioral adaptations, and environmental adaptations. These options are further examined in Chapter IV. A final chapter describes results of a field evaluation of the report. (ERIC)

ABS: MARRC/MAS, 10/30/81

TITLE: Education of Adjudicated Handicapped Youth: Policy Issues and Implications

AUTHOR: Hockenberry, Cathe McCall

PUBLISHER: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
National Institute of Education

PUBLICATION DATE: March 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher
or
ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 191 197)

LANGUAGE: English **PAGES:** 63

COST: Reproduction Costs

PHYSICAL FORMAT: Position Paper

TARGET AUDIENCE: Policy Formulators

SUBJECT DESCRIPTORS: Policy Development, Adjudicated
Handicapped Youth, Interagency Agreements

OVERVIEW: The report outlines areas of policy convergence between agencies providing services to adjudicated handicapped youth and suggests policy arrangements to encourage interagency agreements necessary to carry out P.L. 94-142 (the Education for All Handicapped Children Act) and section 504 of the Rehabilitation Act of 1973. Research is cited showing the incidence of mental retardation and learning disabilities among adjudicated youth. Policy issues are addressed in the following areas: procedural safeguards (including timely notice, nondiscriminatory evaluation, and surrogate parents); appropriate educational programming; placement in the least restrictive environment (including a review of judicial interpretation of the principle); and individualized education programs (IEPs). Trends in state interagency agreements to provide special education and related services to the population are depicted in a chart, and selected state situations are discussed. Among future issues examined are personnel needs and inservice training, funding and the provision of related services, and educational policy considerations for the handicapped offender aged 18 to 21 under P.L. 94-142. Eight policy options are presented, including suggestions for cooperation between the state education agency and the state youth correctional facility in developing IEPs. (ERIC)

ABS: MARRC/MAS, 10/30/81

TITLE: Policy Options Regarding Certification and Licensure
Requirements for Related Services Personnel

AUTHOR: Barresi, Josephine G.

PUBLISHER: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: September 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

or
ERIC Document Reproduction Service
P.O. Box 490
Arlington, VA 22210 (Ed 191 199)

LANGUAGE: English **PAGES:** 60

COST: Reproduction Costs

PHYSICAL FORMAT:- Position Paper

TARGET AUDIENCE: Policy Formulators

SUBJECT DESCRIPTORS: Policy Development, Related Services,
Certification

OVERVIEW: Based on a survey of state officials and interviews with representatives of professional organizations, the paper analyzes policy problems and alternatives regarding certification and licensure requirements for related services personnel working with handicapped students. Chapter I reviews policy aspects in federal statute, regulation, and litigation. The state of the art regarding state practices in personnel standards for occupational therapists, physical therapists, social workers, speech-language pathologists, school psychologists, and school nurses is discussed in Chapter II. The third chapter examines such issues as title protection vs. activity restriction, potential legal conflicts, traditional training inadequacies, and dual standards. Options are presented in Chapter IV for two policy areas: policy gaps and conflicts and supplementing professional preparation. A final chapter lists questions for state policymakers in determining needed policies and procedures. (ERIC)

ABS: MARRC/MAS, 10/30/81

TITLE: Third Party Payments for Related Services: Policy Issues and Implications for Handicapped Students

AUTHOR: Ross, John W.

PUBLISHER: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: March 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

or

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210 (Ed 191 196)

LANGUAGE: English **PAGES:** 37

COST: Reproduction Costs

PHYSICAL FORMAT: Position Paper

TARGET AUDIENCE: Policy Formulator

SUBJECT DESCRIPTORS: Policy Development, Related Services,
Interagency Coordination of Services

OVERVIEW: Insurance carriers and state directors of special education were contacted for information regarding policies regarding third party payments for related services mandated for handicapped students under P.L. 94-142, the Education for All Handicapped Children Act. Insurance companies were queried regarding reimbursable services, conditions for reimbursement, levels of reimbursement, and qualifications for eligible providers. Findings indicated that school systems are not eligible for reimbursement under the individual's group health insurance policy, and that otherwise reimbursable services are not reimbursable to the school system when the system provides those services. Analysis of state policies revealed confusion over the distinction between educationally and medically related services. Among other findings was that insurance companies negate payments based on governmental benefits exclusion clauses for services required by law. Potential strategies for obtaining third party payments for related services delivered by a school system to handicapped children are considered. A final chapter reviews cooperative agreements between the Bureau of Education for the Handicapped and other federal agencies (including Head Start, Office of Child Health Medicaid Bureau, and the Social Security Administration) regarding cost sharing and service delivery.
(ERIC)

ABS: MARRC/MAS, 10/30/81

263

TITLE: New Directions for Student Services: Serving Handicapped Students

AUTHOR: Sprandel, Hazel Z.; Schmidt, Marlin R. (Editors)

PUBLISHER: Jossey-Bass, Inc., Publishers
433 California Street
San Francisco, CA 94104

FUNDING INSTITUTION:

PUBLICATION DATE: English

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 108

COST: \$30.00/year

PHYSICAL FORMAT: Journal, Position Paper

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Policy Development, Program Administration,
Federal Legislation, Agency Role, Models,
Orthopedically Impaired, Learning
Disabilities

OVERVIEW: New Directions for Student Services is one of several series of quarterly source books designed to serve as compendiums of the latest knowledge and practical experience on their topics, and as reference tools. This volume addresses ways of meeting the needs of both physically handicapped students and those handicapped by learning disabilities. Significant numbers of handicapped students have chosen not to attend post secondary institutions because they do not believe that their needs can be met. The need for special attention to this segment of the student population has become more pronounced. This source book primarily focuses on services for the physically handicapped. In Chapter One, Marianne R. Phelps clarifies the federal regulations that apply to Section 504 of the Vocational Rehabilitation Act of 1973, and discusses what an institution must do in order to comply with these regulations. In Chapter Two William Bryan and Kaye Becker demonstrate how the needs of handicapped students can be met by student services professionals. A model for a student services delivery system is presented, with discussion of issues such as student assessment and special needs. Hazel Z. Sprandel addresses the concerns such as "reasonable accommodation" and "program accessibility" of student development specialists. Comprehensive approaches to developing and improving career planning and placement including better career counseling, work experience and expanded placement services, are suggestions of Ronald E. Blosser in Chapter Four. The concept of a barrier-free environment as the key note of physical facilities modifications and special equipment, in relationship to the needs of handicapped students is

New Directions for Student Services: Serving Handicapped
Students (Continued)

discussed by William M. Shanhouse and Melodie S. Yates in Chapter Five. The important role that involved faculty members play in helping handicapped students adjust to the institution is emphasized by Martha Lentz Walker in Chapter Six. Methods useful in working with faculty are presented. In Chapter Seven, Pat Marx discusses the training needs of persons who work with such students as perceived by practitioners, and Marlin R. Schmidt provides a counselor educators response to these perceived needs. Hazel Z. Sprandel and Marlin R. Schmidt synthesize the ideas presented in the previous chapters, in Chapter Eight. Chapters Nine and Ten describe additional sources of assistance for persons concerned with student services for handicapped persons and list both printed materials and organizations and agencies that can provide help with the various aspects of serving handicapped students. Concepts and ideas have been presented in this source book that will be useful to student development specialists.

TITLE: Financing Educational Services for the Handicapped

AUTHOR: Bernstein, C.D.; Kirst, M.W.; Hartman, W.T.;
Marshall, R.S.

PUBLISHER: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

FUNDING INSTITUTION: U.S. Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: 1976 **RRC PRODUCED:** No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 79 **COST:** Unknown

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Policy Development, Funding, Program
Evaluation

OVERVIEW: This research report provides a comprehensive overview of all existing research relevant to special education finance. It identifies, reviews, evaluates and synthesizes this research, along with current practices, into a framework that serves as a base for making special education finance decisions. This framework aids the educational policy maker at both the state and federal levels by "a) identifying key policy decisions in funding educational programs for the handicapped, b) delineating relevant considerations for each decision, and c) providing a set of criteria to evaluate the desirability and impact of special education delivery schemes." The scope goes beyond the reimbursement mechanism to include program alternatives linked with the method of financing. The primary focus is on the state level of financing with federal and local levels being represented in terms of their relationship to state funding. The report is organized into four major issue areas: 1) Programming, 2) Cost Determination, 3) Level of funding and 4) Funding Formulas, with an additional section on abstracts of all relevant documents.

ABS: NERRC/SHA, 5/18/81

TITLE: Policy Effects of Special Education Funding Formulas:
Program Report 80-B1

AUTHOR: Hartman, William T.

PUBLISHER: Institute for Research on Educational Finance and
Governance (IFG)
School of Education
Stanford University
CERAS Building
Stanford, CA 94305
(415) 497-0957

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
National Institute of Education

PUBLICATION DATE: January 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Sandra K. Kirkpatrick, Director for
Dissemination (Publisher)

LANGUAGE: English **PAGES:** 35 **COST:** First four copies
free; more than four:
\$1.00 each

PHYSICAL FORMAT: Position Paper, Research Report

TARGET AUDIENCE: Administrators, Policy Formulators, Supervisors

SUBJECT DESCRIPTORS: Policy Development, Program Administration,
Federal Legislation, Fiscal Accountability

OVERVIEW: P.L. 94-142 and similar legislation in almost every state now requires all handicapped children to be provided a free appropriate education. To accomplish this objective, estimates indicate that large scale growth in the available funds for special education will be necessary. As the funding for special education increases, it becomes even more important for federal, state, and local educational policymakers to understand the effects and motivations caused by the magnitude and distribution of these monies. Special education funding formulas have been categorized into six types (unit, personnel, weight, straight sum, percentage reimbursement, and excess costs) and by the main factor used for the allocation of funds (resources, children served, and cost). Each of these formulas has the same fiscal objective -- to transfer monies for special education from the federal or state level to school districts. Further, with comparable regulations, guide-lines, and constraints, each of the formulas can be made to yield the same amount of money. Consequently this analysis of the funding formulas examines how each of the various formulas affects important special education policies and decisions. Each of the funding formulas provides certain incentives and disincentives for local, state, and federal personnel to make certain educational

Policy Effects of Special Education Funding Formulas:
Program Report 80-B1 (Continued)

choices concerning handicapped children. Therefore, to evaluate the different formulas, this paper investigates the motivational effects of the formulas on key programmatic and management issues in special education. As an additional example, the impact of the funding approach utilized by P.L. 94-142 to allocate federal special education funds is reviewed according to these same issues. (IFG)

ABS: MARRC/LSC, 5/7/82

V-27A

TITLE: National Comparative Study Regarding Rural Special Education Delivery Systems Before and After Passage of P.L. 94-142, A

AUTHOR: Helge, Doris

PUBLISHER: National Rural Research and Personnel Preparation Project (NRP)
Murray State University
Murray, KY 42071

FUNDING INSTITUTION: Center for Innovation and Development
Murray State University

PUBLICATION DATE: April 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 164 **COST:** \$7.00

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Policy Formulators, Administrators, Program Implementors

SUBJECT DESCRIPTORS: Program Administration, Rural Education, Comprehensive Services

OVERVIEW: This study sought to measure the impact of P.L. 94-142 upon services for handicapped children in rural areas. Seventy-five school districts and cooperatives in 17 states participated in this survey. Data included: on-site structured interviews with administrators, service providers and parents; analysis of records and budget data; and formal questionnaires. The definition of "rural" adopted for this study was that districts were considered rural when the number of inhabitants was less than 150 per square mile or when located in counties with 60% or more of the population living in communities no larger than 5,000 inhabitants. Districts with more than 10,000 students and those within a Standard Metropolitan Statistical Area (SMSA), as determined by the Census Bureau, were not considered rural. The study identified significant improvement in programs and services offered and types and ages of exceptional students served. A 92% average increase in the number of handicapped students identified and served was documented and services previously nonexistent for severely handicapped students were provided in small schools at no cost to parents. Major hindering factors were teacher recruitment and retention problems, funding and staff inadequacies. Cultural, geographic, and climatic variables also inhibited service delivery.

ABS: MARRC/LSC, 5/7/82

TITLE: Comprehensive Implementation Processes for Special Education Services in the Bureau of Indian Affairs with Public Law 94-142 Compliances: Conference Proceedings

AUTHOR: Moore, Jean J. (Compiler)

PUBLISHER: Southwest Regional Resource Center
Department of Special Education
University of Utah
Suite G
2363 Foothill Drive
Salt Lake City, UT 84109

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: January 1977

RRC PRODUCED: Yes

AVAILABLE THROUGH: EDRS (#ED 137002)
P.O. Box 190
Arlington, VA 22210
(703) 841-1212

LANGUAGE: English

PAGES: 72

COST: \$5.30 plus postage

PHYSICAL FORMAT: Conference Proceedings

TARGET AUDIENCE: Advocates, Administrators, Parents, Program Implementors

SUBJECT DESCRIPTORS: Program Administration, Indian Education, Federal Legislation, Funding, Program Evaluation

OVERVIEW: Designed as a reference book, this publication reflects the efforts of almost 100 American Indian parents, educators, diagnosticians, social workers, etc., and representatives from each of the Bureau of Indian Affairs (BIA) area offices in attendance at the 1976 Conference on the Comprehensive Implementation Process for Special Education Services in the BIA with Public Law 94-142 Compliances. The major portion of this document presents the work generated by the following workshop topics: (1) Administration and fiscal (funding patterns, needs assessment, staff, personnel development, facilities, equipment, transportation, and community resources); (2) Assessment and placement (identification, screening, referral, and staffing procedures); (3) Program and evaluation (individual education plan, curriculum development, and evaluation); (4) Protection (confidentiality and due process). Each workshop topic is presented in terms of known resources and follow-up activities

Comprehensive Implementation Processes for Special
Education Services in the Bureau of Indian Affairs with
Public Law 94-142 Compliances: Conference Proceedings
(Continued)

(technical assistance needs, coordination needs, and timelines). This publication also presents: conference presenters and their topics, an eight-item list of supplementary resource materials, the conference evaluation, BIA and Southwest Regional Resource Center personnel and conference assignments, and a conference directory. (ERIC)

ABS: MARRC/LSC, 5/7/82

V-29A

TITLE: The Consortium for Handicapped Indian Children: A Report

AUTHOR: The National Association of State Boards of Education:
Indian Education Training, Inc. (Compilers)

PUBLISHER:

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Education

PUBLICATION DATE: 1980

RRC PRODUCED: No

AVAILABLE THROUGH: EDRS (#ED 192976)
P.O. Box 190
Arlington, VA 22210

LANGUAGE: English

PAGES: 31

COST: \$3.65 plus
postage

PHYSICAL FORMAT: Conference Proceedings

TARGET AUDIENCE: Policy Formulators, Advocates, Administrators,
Supervisors, Program Implementors, Parents

SUBJECT DESCRIPTORS: Policy Development, Program Development,
Interagency Coordination of Services, Agency
Role, Cooperative Planning, Communication,
Indian Education

OVERVIEW: Recognizing the need for a new approach to the problem of federal/state jurisdictional overlaps in delivery of services to Indians, the Bureau of Education for the Handicapped contracted with the National Association of State Boards of Education and Indian Education Training, Inc. to conduct a series of national and regional conferences which would identify problem areas, make recommendations, establish linkages, and create communication networks among the major providers of educational services to handicapped Indian children. A national conference was held in Washington, DC in November, 1977, which brought together knowledgeable representatives from Indian tribes and a number of federal and state agencies. These experts discussed the problems confronting the provision of a free, appropriate public education to handicapped Indian children and identified five broad areas of concern: child-find, due process, evaluation and testing, training and program development, and support services. These issues were examined in detail by state and federal agency personnel, representatives of Indian tribes, and advocates at the regional conferences held later in the year. Findings of the regional conferences were summarized and 11 recommendations were specified. (ERIC)

ABS: MARRC/LSC, 5/7/82

TITLE: Federal Assistance for Programs Serving the Handicapped

AUTHOR:

PUBLISHER: U.S. Department of Education
Office of Special Education and Rehabilitative
Services
Office for Handicapped Individuals

FUNDING INSTITUTION: N/A

PUBLICATION DATE: September 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Superintendent of Documents
(Request Stock #065-000-0053-9)
Government Printing Office
Washington, DC 20402
(202) 783-3238

LANGUAGE: English

PAGES: 248 **COST:** \$7.50

PHYSICAL FORMAT: Directory

TARGET AUDIENCE: Advocates, Administrators, Program Implementors,
Parents

SUBJECT DESCRIPTORS: Policy Development, Program Administration,
Federal Legislation, Agency Role, Federal
Programs, Funding

OVERVIEW: The directory lists information about programs which provide assistance to the handicapped or people working with or for the handicapped. The information was excerpted from the 1980 Catalog of Federal Domestic Assistance. Programs are presented according to four categories -- formula grants to states, project grants, direct payments and nonfinancial assistance. A subject index and an index on applicant eligibility are provided. A selection of important state agencies serving the handicapped, a listing of resources for funding information, and a small selection of bibliographic references to books in the funding field have also been included. The program descriptions include a brief summary of program goals, uses and restrictions, types of assistance, formula and matching grants, applicant eligibility, beneficiary eligibility, applicant procedure, appropriations, program accomplishments, examples of funded projects enabling legislation and information contacts.

COMMENT: Although many of the programs included in the directory have undergone changes administratively or structurally, much of the content information is valuable.

ABS: MARRC/LSC, 5/7/82

TITLE: Rural Services Directory

AUTHOR: Hudder, Jean Anne W.; Lammonds-Harwood, Pamela
(Compilers)

PUBLISHER: National Rural Research and Personnel Preparation
Project (NRP)
Center for Innovation and Development
Murray State University
Murray, KY 42071

FUNDING INSTITUTION: U.S. Department of Education
Office of Special Education
Division of Personnel Preparation

PUBLICATION DATE: April 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 220 **COST:** \$10.00

PHYSICAL FORMAT: Directory

TARGET AUDIENCE: Advocates, Administrators, Program Implementors,
Supervisors

SUBJECT DESCRIPTORS: Program Administration, Interagency
Coordination of Services, Agency Role,
Rural Education

OVERVIEW: The object of this directory is to make available the names and addresses of organizations that could have an impact upon services to handicapped pupils in rural areas. If groups serving urban populations collaborated in service delivery to handicapped pupils in rural areas, the NRP staff opted to include the names of those organizations. This directory is a compilation of data regarding agencies and organizations, and the programs and projects through which they render service to rural populations. The general divisions of the manual enable the user to determine the level at which a program is offered, its primary focus or concern, and the populations for whom it is primarily intended. Evidence of collaboration is noted by a checkmark in a final data column. The divisions include agencies administered through the United States government -- federal; agencies organized nation-wide with a professional service motive -- national; agencies resulting from the union of several states with a common purpose -- regional; agencies provided at the state level to meet the needs of their constituents -- state; and agencies operating in multi-county, county or local areas to serve persons residing in the immediate locale -- local. Organizations formed to serve via foundation, trade, or non-public means are described as private. At the beginning of each general division, a matrix

Rural Services Directory (Continued)

describes the agencies identified at that level, primary functions, and primary target populations. Immediately following the matrix are pages containing the names of the agencies identified, their addresses, and brief descriptions of services offered. The order of the directory proceeds from federal, national, regional, and state to local levels. The section describing private organizations concludes the manual. The programs of each state are entered alphabetically. The states are entered alphabetically within the ten Federal regions in which they are found, i.e., Region I contains Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The territories are included in Federal regions that suggest geographical or ethnic ties, i.e., Puerto Rico is included in Region II as is New York. If an organization addresses several needs or performs several services, all appropriate columns have been marked.

TITLE: A Partnership in Service -- SEA and LEA Responsibilities for the Delivery of a Free and Appropriate Public Education: A Reference Tool

AUTHOR: Task Forces of Regional Resource Center, Parent, State and Local Education Agency Personnel

PUBLISHER: Coordinating Office for Regional Resource Centers

FUNDING INSTITUTION: U.S. Department of Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped

PUBLICATION DATE: November 1977 **RRC PRODUCED:** Yes

AVAILABLE THROUGH: Check local RRC for availability

LANGUAGE: English **PAGES:** 18 matrix/ **COST:** Unknown
resource documents

PHYSICAL FORMAT: Reference Material (large fold-out matrix included)

TARGET AUDIENCE: Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Program Development, Comprehensive Services, Federal Legislation

OVERVIEW: The purpose of the matrix is to serve as a resource to state and local education agencies as they plan for full service delivery. The matrix describes the child-centered processes and program support operations. The specific child-centered processes that are required to assure FAPE include: initial child identification and location; comprehensive multi-disciplinary appraisal; timely development of individual educational programs; placement of children in programs of the least restrictive environment; implementation of IEPs; timely review of IEPs. Support operations included: development and implementation of policies to assure full provision of service; procedural safeguards; coordination of services with other agencies; instructional resource supports; personnel training and development; and effective management and evaluation of services. Resource documents included are: P.L. 94-142; regulations for P.L. 94-142; regulations for implementations of Section 504 of the Rehabilitation Act of 1973; Buckley Amendment, regulations storage and access to student information; vocational education policies and procedures. References regarding additional resource documents are included.

ABS: MARRC/NF, 5/7/82

TITLE: Full Services Planning in Special Education -- Exercises in Fiscal and Program Development

AUTHOR: Snodgrass, Gary; Markwood, John

PUBLISHER: National Association of State Directors of Special Education
1201 16th Street, N.W.
Washington, DC 20036

FUNDING INSTITUTION: N/A

PUBLICATION DATE: January 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English **PAGES:** 74 (trainer's guide) **COST:** \$200.00 (complete kit)

PHYSICAL FORMAT: Kit, Manual, Audiovisual Aid, Workbook

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Program Development, Program Administration, Inservice Training

OVERVIEW: This kit is designed to provide SEA, LEA, and university training personnel with field-tested media and materials to be used in workshops and courses for administrators in planning a full services program in special education. The program, designed as a one-day workshop including simulation exercises, addresses both programmatic and fiscal aspects of planning. The simulation exercises can be adapted for a series of preservice sessions, and simulations can be expanded to include additional assignments from the bibliography. Such topics as incidence of handicapping conditions, demographic factors, least restrictive environment, funding formula, and budgeting are explored. Using basic demographic information for a hypothetical school district, participants design a total special education delivery system. The simulation encourages discussion of philosophical differences among participants concerning best practices vs. cost effective approaches. It provides a forum for application of theory to a "real" situation. The simulation also provides a vehicle for discussion of approaches for dealing with the political issues which influence the development of full services for handicapped students. A filmstrip presentation is used to introduce participants to the characters in the simulation, to provide basic-demographic information on the community, and to give examples of the approaches for providing full services. The kit comes with the Trainers' Guide; 20 Student Handbooks with simulation exercises; and filmstrip, with script and cassette.

ABS: MARRC/LSC, 5/7/82

TITLE: School Leadership: Handbook for Survival

AUTHOR: Smith, Stuart, C.; Mazzarella, Jo Ann; Piele, Philip K.
(Editors)

PUBLISHER: ERIC Clearinghouse on Educational Management
University of Oregon
Eugene, OR 97403

FUNDING INSTITUTION: U.S. Department of Education
National Institute of Education

PUBLICATION DATE: 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 360 **COST:** \$13.95

PHYSICAL FORMAT: Handbook, Guide

TARGET AUDIENCE: Administrators, Program Implementors, Supervisors

SUBJECT DESCRIPTORS: Program Administration, Organizational
Change, Management Systems, Communication,
Cooperative Planning

OVERVIEW: This book is intended to be a practical resource for school administrators and integrates current research data and leadership theory with practical applications to the daily operations of schools. The volume looks at leadership from three perspectives: the person, the structure, and the skills. Theoretical background is provided in Part 1, which focuses on the person who holds a leadership position. Individual chapters discuss the characteristics of leaders, human relations, the value of diversity (specifically, the inclusion of women and minorities) in educational leadership, and theories of leadership style. Part 2 examines the systems or support structures that underlie school leadership. Specific topics include the relationship between a school district's central office and its individual schools, school-based management, team management, participative decision-making, and school climate. Part 3, which addresses leadership skills, highlights specific capabilities administrators can use to increase their leadership quotient. This lengthy section covers successful communication, effective meetings, management of time and stress, conflict management, and problem solving. A 23-page bibliography completes the volume.

ABS: MARRC/LSC, 5/7/82

TITLE: An Evaluation of the Impacts and Achievements of the
Human Services Network Program: Appendices

AUTHOR: Kirschner Associates, Inc. (Compilers)

PUBLISHER: Kirschner Associates, Inc.
765 Delaware Avenue, S.W.
Washington, DC 20024
(202) 862-9400

FUNDING INSTITUTION: Michigan Department of Social Services
Lansing, MI

PUBLICATION DATE: February 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Hank Mayers
Department of Social Services
300 S. Capitol
Lansing, MI 48906

LANGUAGE: English

PAGES: 403 **COST:** \$10.50 (both
volumes)

PHYSICAL FORMAT: Research Report, Statistical Data

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors

SUBJECT DESCRIPTORS: Policy Development and Administration,
Information Systems, Shared Services, Case
Management/Tracking Services, Models, Data
Collection, Program Evaluation

OVERVIEW: This companion volume of appendices supplements an evaluation report on the Human Services Network, a computerized, online information and referral system serving the Detroit metropolitan area and Upper Peninsula in the State of Michigan. The appendices provide information on the project history and describe the development of the system organization and relationships with affiliate local, State, and advisor agencies. The central processing unit and file structure are schematically described with diagrams and graphs. Characteristics of NETWORK are shown through illustrations of the taxonomy, the provider file, and the community resource verification and update process. The preparation of management reports on affiliate support and related activities and the utilization of the system in terms of training are delineated. The operational objectives of NETWORK are fully assessed; extensive graphs and diagrams illustrate the evaluation. Finally, the NETWORK system is compared in a comprehensive technology assessment with other relevant I&R systems. The results of this evaluation are fully detailed.

ABS: MARRC/LSC, 5/7/82

TITLE: An Evaluation of the Impacts and Achievements of the Human Services Network Program: Final Report

AUTHOR: Kirschner Associates, Inc. (Compilers)

PUBLISHER: Kirschner Associates, Inc.
765 Delaware Avenue, S.W.
Washington, DC 20024
(202) 862-9400

FUNDING INSTITUTION: Michigan Department of Social Services
Lansing, MI

PUBLICATION DATE: February 1979

RRC PRODUCED: No

AVAILABLE THROUGH: Hank Mayers
Department of Social Services
300 S. Capitol
Lansing, MI 48906

LANGUAGE: English

PAGES: 161 **COST:** \$10.50 (both volumes)

PHYSICAL FORMAT: Research Report

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors

SUBJECT DESCRIPTORS: Policy Development and Administration,
Information Systems, Shared Services, Case Management, Tracking Services, Models, Data Collection, Program Evaluation

OVERVIEW: The Michigan Human Services NETWORK is a demonstration project serving the Detroit metropolitan area and the Upper Peninsula in Michigan. NETWORK is a computerized, online information and referral system, designed to help communities provide improved and coordinated information and referral services to the public. Comprehensive information on a full range of state and local human service providers is maintained to assist local information and referral (I&R) agencies to refer persons promptly, reduce administrative costs, reduce provider intake problems caused by bad referrals, improve worker skills with I&R training, maximize the use of present service agencies, and improve referral followup procedures and service planning information. It is built on a partnership arrangement of a number of key participants, including federal agencies, state agencies (Michigan legislature, Department of Social Services, Department of Management and Budget), affiliate terminal agencies, coalitions, service provider agencies, and clients. NETWORK affiliates are those agencies in the pilot demonstration area in which a computer terminal has been placed. They are the agencies which provide the actual I&R services to the client. NETWORK has developed a county advisory

An Evaluation of the Impacts and Achievements of the
Human Services Network Program: Final Report (Continued)

coalition in each of the five counties, composed of affiliate agencies and non-affiliate service providers, which meet monthly to exchange information. The Honeywell 6610 series computer and Transaction Driven System (TDS) computer software is used. This report presents an independent, third party evaluation of Human Services NETWORK. The evaluation occurred over a period of nine months, during eight of which the NETWORK system was operational; it provides a brief history of NETWORK and discusses fiscal implications and utilization of the system. It analyzes study findings in regard to agencies' and providers' satisfaction, hospital discharge planning and medicaid cost containment, adult community placement, value of NETWORK I&R information, cooperative management of I&R information, potential utility of NETWORK planning data, organizational efficiency, worker productivity and referral accuracy, and operational achievements. The largest problem area encountered according to the report has been low utilization of the system by certain affiliate agencies. The report concludes that NETWORK appears to be one of the most comprehensive automated I&R systems in the country in terms of services provided and potential capacity.

TITLE: Second Handbook of Organization Development in Schools, The

AUTHOR: Schmuck, Richard A.; and others

PUBLISHER: Mayfield Publishing Company
255 Hamilton Avenue
Palo Alto, CA 94301
*415) 324-8673

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
Office of Education
National Institute of Education

PUBLICATION DATE: 1977

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 590 **COST:** \$21.05

PHYSICAL FORMAT: Handbook, Guide

TARGET AUDIENCE: Administrators, Program Implementors, Supervisors

SUBJECT DESCRIPTORS: Program Administration, Organizational
Change, Communication, Inservice Training,
Management Training Techniques, Data
Collection, Evaluation, Cooperative
Planning

OVERVIEW: This handbook addresses a wide audience; primarily for organizational specialists in school districts and trainers, it is applicable as well to school administrators, state, county and local departments of education, students of educational administration and curricula, school counselors and psychologists, classroom teachers, department heads, and organizational researchers in universities. It is designed as a tool for organizational specialists who have been trained to operate as members of a coordinated team. Offered is a concise theory, tested technology, exercises and procedures, and information about diagnosis and evaluation of organizational development. Twelve chapters address topics of: Theory and Technology of Organizational Development; Diagnosis; Clarifying Communication; Establishing Goals; Working with Conflicts; Improving Meetings; Solving problems; Decision Making; Macrodesigning; Microdesigning; Evaluating Outcomes; and Institutionalizing Organization Development in School Districts. Each chapter includes exercises and activities as well as annotated bibliographies.

COMMENT: This guide would serve as a useful source for exercises and activities for use by a facilitator of interagency collaborative efforts in the aid of communication, conflict management, decision making, improving meetings and establishing effective leadership styles.

ABS: MARRC/LSC, 5/7/82

TITLE: A Cost-Based Approach to the Funding of Educational Programs: An Application to Special Education -- Project Report No. 81-A4

AUTHOR: Chambers, Jay G.; Hartman, William T.

PUBLISHER: Institute for Research on Educational Finance and Governance (IFG)
School of Education.
Stanford University
CERAS Building
Stanford, CA 94305
(415) 497-0957

FUNDING INSTITUTION: U.S. Department of Education
National Institute of Education

PUBLICATION DATE: April 1981 **RRC PRODUCED:** No

AVAILABLE THROUGH: Sandra L. Kirkpatrick
Director for Dissemination (Publisher)

LANGUAGE: English **PAGES:** 61 **COST:** First four
copies free;
more than four,
\$1.00 each

PHYSICAL FORMAT: Position Paper

TARGET AUDIENCE: Policy Formulators, Administrators, Supervisors

SUBJECT DESCRIPTORS: Program Administration, Fiscal
Accountability

OVERVIEW: Over the last 15 years, the federal government and many states have established a variety of categorical funding programs to serve the various special need populations among school-aged children (e.g., disadvantaged, non-English speaking, and handicapped). There has been little, if any, coordination at the federal and state levels with regard to service delivery or funding of these various programs. Concurrent to the development of these categorical programs, there has been an independent movement to reform school finance. For the purpose of improving the equity of school finance systems and increasing the efficiency with which educational funds are distributed and services delivered, a more appropriate strategy would be to consider the development of categorical programs and the reform of school finance systems within the context of a common conceptual framework. It is the purpose of this paper to offer such a common framework that could provide the basis for funding educational services and to demonstrate how that framework might be applied specifically to the funding of special education services. The authors are proposing a cost-based funding approach that provides equal access to educational resources across local districts

A Cost-Based Approach to the Funding of Educational
Programs: An Application to Special Education -- Project
Report No. 81-A4 (Continued)

serving similar student populations and also provides for systematic differences in access to resources to districts serving students with special differences in programmatic needs. The first two sections of this paper set the stage for analysis by reviewing state categorical funding mechanisms and the previous literature on need-based cost adjustments in education. Section III provides a conceptual framework for addressing programmatic cost differences, while Section IV presents an empirical application of the model to special education funding. Section V offers some policy implications and concluding remarks. (IFG)

TITLE: Circular No. A-95, What It is. How It Works. A Handbook

AUTHOR: Intergovernmental Relations and Regional Operations
Division, Office of Management and Budget (Compilers)

PUBLISHER: U.S. Government Printing Office

FUNDING INSTITUTION: N/A

PUBLICATION DATE: July 1976

RRC PRODUCED: No

AVAILABLE THROUGH: Office of Management and Budget
Office of Publications
726 Jackson Place, N.W.
Washington, Dc 20503

LANGUAGE: English

PAGES: 45

COST: Free

PHYSICAL FORMAT: Handbook

TARGET AUDIENCE: Administrators, Supervisors, Program
Implementors

SUBJECT DESCRIPTORS: Policy Development, Federal Legislation,
Interagency Coordination of Services

OVERVIEW: Office of Management and Budget Circular No. A-95 is a regulation designed to promote maximum coordination of federal and federally assisted programs and projects with each other and with State, area wide, and local plans and programs. This handbook is a description of this regulation, its structure, statutory base and the 1976 Amendments to the regulation. Included is an analysis of the four major parts under Attachment A: Part I, the "Project Notification and Review System" (PNRS), which deals with the state and local review of applications for Federal assistance; Part II, "Direct Federal Development," which provides for consultation by Federal agencies with State and local government on direct Federal development projects; Part III, "State Plans" which provides for gubernatorial review of State plans required under certain Federal formula grant programs; and Part IV, "Coordination of Planning in Multijurisdictional Areas," which promotes coordination of federally assisted planning at the substate regional level.

ABS: MARRC/LSC, 5/7/82

TITLE: Resources Management: Coping with P.L. 94-142. Project Leadership Presenter's Guide

AUTHOR: Ausy, Bill

PUBLISHER: Center for Educational Policy and Management
College of Education
University of Oregon
Eugene, OR 97403

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1981

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 61

COST: \$10.00

PHYSICAL FORMAT: Training Kit

TARGET AUDIENCE: Administrators

SUBJECT DESCRIPTORS: Policy Development, Program Administration,
Communication, Management Systems

OVERVIEW: This is a presenter's guide built upon the key ideas of networking and administrators training of one another using scripted workshop materials. It is designed to help educators recognize and use available resources to meet the challenge of providing a free, appropriate education to handicapped children, and overcome problems common to educators when implementing P.L. 94-142. The guide contains a script and suggestions to the conduct of the session. Included are 1) masters of numbered transparencies designed to give visual emphasis to the main points, 2) participants' worksheets that correspond to suggested activities, 3) handouts for participants that provide a summary of the workshop content and specific bibliographic references, and 4) a reference list of the sources cited or referred to in the text. A suggested reading list for the presenter augments the packet. The session topics include: a) An overview and historical perspective of P.L. 94-142, b) The use of linkages for closing the gaps and reducing conflicts between special and regular education.

ABS: MARRC/LSC, 5/7/82

TITLE: The Fallacies and Prospects of Educational Planning:
Reflections on a Shop-worn Craft. Project Report 80-A1

AUTHOR: Weiler, Hans

PUBLISHER: Institute for Research on Educational Finance and
Governance (IFG)
School of Education
Stanford University
CERAS Building
Stanford, CA 94305
(415) 497-0957

FUNDING INSTITUTION: U.S. Department of Health, Education and
Welfare
National Institute of Education

PUBLICATION DATE: January 1980 **RRC PRODUCED:** No

AVAILABLE THROUGH: Sandra L. Kirkpatrick
Director for Dissemination (Publisher)

LANGUAGE: English **PAGES:** 22 **COST:** First 4 copies free,
more than 4, \$1.00
each

PHYSICAL FORMAT: Position Paper

TARGET AUDIENCE: Administrators, Policy Formulators,
Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Program Administration, Cooperative Planning,
Communication

OVERVIEW: The paper reviews the major criticisms raised in discussions of educational planning in recent years. Proceeding from a discussion of the short-comings and failures of educational planning and the resulting changes in the concept of educational planning, attention is given to the relationship between education and politics, to planning as a process and to the role of the planner. In discussing the relationship between planning and the identification of needs in educational development, participation and communication are singled out for special consideration. Dealing with information and implementation as particularly underdeveloped aspects of planning, the paper concludes with a special section on the international context of educational planning under the conditions of underdeveloped societies. (IFG)

Manuscript prepared for Vergleichende Erziehungswissenschaft:
Festschrift für Hermann Rohrs. Wiesbaden: Akademische
Verlagsgesellschaft, 1980.

ABS: MARRC/LSC, 5/7/82

TITLE: Long Term Care Dilemmas: Perceptions and Recommendations.
Final Report to the Honorable Joseph E. Brennan, Governor
of the State of Maine

AUTHOR: The Governor's Task Force on Long Term Care for Adults
(Peter Mills, Chairman)

PUBLISHER: Maine Department of Human Services
State House Station 11
Augusta, ME 04333
(207) 289-2971

FUNDING INSTITUTION: N/A

PUBLICATION DATE: October 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 224 **COST:** Unknown

PHYSICAL FORMAT: Report

TARGET AUDIENCE: Policy Formulators, Administrators

SUBJECT DESCRIPTORS: Policy Development, Program Administration,
Funding, Comprehensive Services, Cooperative
Planning

OVERVIEW: The Governor's Task Force on Long Term Care for Adults was charged with the responsibility of examining the various plans designed to meet the long term care needs of disabled adults; to review statutes, regulations, policies, and financing, which direct the affect of long term care services; and develop recommendations for improving the coordination of the administration of these services by state agencies in order to more fully meet the needs of Maine's disabled adults. The purpose of this report is to pull together the findings and recommendations of the Task Force. Part One describes the nature of the Report, the reasons for and responsibilities, members and procedures of the Task Force; the economic, political and legal contexts, and definition and principles of long term care services. Parts Two through Eight consist of over 50 recommendations in the following general areas of long term care: in-home and community support services; residential services; planning for and coordination; regulating; financing; employees involved in the provision of; and discrimination against and advocacy on behalf of consumers of long term care services. After each recommendation the Task Force states its major findings and describes the situation and issues underlying the recommendation.

COMMENT: Recommendations in the area of planning and coordination of services may be of particular interest. The Task Force addresses the coordination of services through joint planning at the state level, and the "case management" process at the local

Long Term Care Dilemmas: Perceptions and Recommendations.
Final Report to the Honorable Joseph E. Brennan, Governor
of the State of Maine (Continued)

level as necessary procedures for improving the delivery of long term services. The report highlights the restraining forces of too little time and turf problems that exist among agencies -- between local and state levels of government, and between executive and legislative branches of government -- and the concept of regulation, as interfering in effective coordination of long term care services.

ABS: MARRC/LSC, 5/7/82

V-43A

TITLE: Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy

AUTHOR: Elmore, Richard

PUBLISHER: National Institute of Education
U.S. Department of Education
Washington, DC 20208

FUNDING INSTITUTION: U.S. Department of Education
National Institute of Education

PUBLICATION DATE: August 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English

PAGES: 50

COST: Free

PHYSICAL FORMAT: Pamphlet, Monograph

TARGET AUDIENCE: Administrators, Policy Formulators, Advocates, Supervisors

SUBJECT DESCRIPTORS: Program Administration, Program Accountability

OVERVIEW: A thesis is presented that the traditional attempts to control the system of delivering social services from the top down may be part of the implementation problem. In discussing the growing complexity of translating legislation into administrative action, Professor Elmore addresses the issue of how legislators and administrators can actually influence the implementation of policy. He maintains that influences can come only if policymakers recognize that the most important part of implementation takes place at the bottom of the system, not at the top. The more control exerted at the top, the less likely the desired results at the bottom. In a series of hearing room dialogues, the political, compliance and programmatic issues in a new state initiative designed to address the problems of low test scores in math and reading are explored. A difference is revealed between a regulatory approach to implementation that stresses hierarchical control and compliance, and a programmatic approach that stresses delegated control and service delivery capacity. The focus of this monograph is on the source of the policy problem, the point where policy is being implemented.

ABS: MARRC/LSC, 5/7/82

TITLE: Successful Time Management: A Self-Teaching Guide

AUTHOR: Ferner, Jack D.

PUBLISHER: John Wiley & Sons, Inc., Publishers
605 Third Avenue
New York, NY 10016

FUNDING INSTITUTION: N/A

PUBLICATION DATE: 1980

RRC PRODUCED: No

AVAILABLE THROUGH: Publisher

LANGUAGE: English . **PAGES:** 287 **COST:** \$8.95

PHYSICAL FORMAT: Textbook, Guide

TARGET AUDIENCE: Policy Formulators, Supervisors, Child Advocates,
Administrators, Program Implementors, Parents

SUBJECT DESCRIPTORS: Program Administration, Program Evaluation,
Data Collection, Models

OVERVIEW: This book presents a framework of management principles, along with many exercises, worksheets, case studies, references, and key ideas, to help someone systematically gain control of his or her time. The book can be used to learn an entire system for time management or to supply one or two key ideas and techniques for dealing with particular problems. The narrative section covers such topics as: analyzing time problems, setting goals and priorities, developing action plans, utilizing planning guides and daily schedules, controlling interruptions, dealing with procrastination, and other related issues. A unique dimension of the book is an extensive appendix that contains forms, worksheets and planning guides which can be easily reproduced for personal use or for training aides.

ABS: MARRC/NLS, 5/7/82

TITLE: Management: Contingency Approaches

AUTHOR: Hellriegel, Don; Slocum, John W., Jr.

PUBLISHER: Addison-Wesley Publishing Company
Reading, MA

FUNDING INSTITUTION: None

PUBLICATION DATE: 1978

RRC PRODUCED: No

AVAILABLE THROUGH: The Publisher

LANGUAGE: English

PAGES: 607 **COST:** \$16.95

PHYSICAL FORMAT: Textbook

TARGET AUDIENCE: Administrators, Supervisors, Program Implementors

SUBJECT DESCRIPTORS: Program Administration, Management Systems,
Communication, Models, Dispute Settlement

OVERVIEW: The basic objective of this book is to help prepare students for managerial careers. However, the managerial concepts, techniques, and skills that make up the book could be useful to anyone in a management position. The book is organized into four major parts. Part I is "Foundations," Part II is "The Managerial Processes," Part III is "Behavioral Processes," and Part IV is "The Process of Change." There are discussion questions at the end of each chapter that directly relate to the text material. The authors have integrated material from diverse approaches to the study of management into a distinctive contingency approach. The general theme of the contingency approach is that there is no one best way to manage and that any two ways will not be equally effective. Topic areas such as organizational design, decision making, planning, and control are covered. A macro view of organizational design is presented first then the basic management functions are discussed.

ABS: MARRC/NLS, 5/7/82

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